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ABSTRACT

This guide to developing a prior learning portfolio was prepared to assist students in the Credit for Lifelong Learning Program (CLLP) at Sinclair Community College (SCC) in Dayton, Ohio, through the process of identifying college-level prior learning, matching their learning to specific courses, and articulating and documenting their learning. The first sections of the guide introduce SCC's Experience Based Education Department and Academic Credit Assessment Information Center and their functions; and provide an overview of portfolio development, including a discussion of the contents of a portfolio and the objectives of SCC's Portfolio Development course. The next sections detail the five main components of a portfolio: (1) the Chronological Record, a year-by-year accounting of activities since high school; (2) the Life History Paper, which examines important life events; (3) the Goals Paper, which describes personal, career, and educational goals; (4) the Narrative of Competencies, which provides concise statements of experiences and resulting learning; and (5) documentation of the learning experience supporting each competency described. Examples of each component are provided. In addition, a worksheet for educational planning and a separate section on describing and documenting an internship experience are provided. The next section explains how to assemble the portfolio, including a sample cover letter. Next, information is provided on how the portfolio will be evaluated and grades posted, and mechanisms for challenging a grade or filing a grievance related to course or internship credit are explained. A concluding section summarizes the process. An overview of services provided by SCC's Academic Credit Assessment Information Center, descriptions of special SCC degree programs, and 26 references are provided. (PAA)

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Fourth Edition

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Carolyn M. Mann

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SINCLAIR COMMUNITY COLLEGE

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Introduction

Sinclair provides several methods to assist individuals with the process of identifying and translating learning into college credit. Prior learning, not prior experience, is the basis for credit awards. This process is coordinated under two programs within the Experience Based Education Department: the Credit for Lifelong Learning Program (CLLP) and the Academic Credit Assessment Information Center (ACAIC). The Credit for Lifelong Learning Program has been in existence since 1976. Students prepare portfolios which describe and document their learning experiences for specific Sinclair courses. Students are guided through the process of identifying college level learning, matching their learning to specific Sinclair courses, and articulating and documenting their learning in the Prior Learning/Portfolio Development course. The portfolios are evaluated by faculty members from the academic departments at Sinclair.

The Academic Credit Assessment Information Center was established in 1983 to coordinate the other options available at SCC for translating prior learning experience into college credit. Specifically, the Center coordinates articulation agreements, credit examinations, and outside program evaluations.

The strength of Sinclair's program lies in the heavy involvement of academic faculty. While the ACAIC and CLLP programs coordinate and facilitate the process, it is the faculty that determine what credit should be awarded. Faculty are selected by the academic departments from the pool of Sinclair faculty. Faculty only evaluate courses in their area of expertise. The use of different methods enable both the faculty and the student to select the best method for assessment that accommodates both the subject matter and the student's learning styles.

Sinclair's comprehensive program has served as a model program for many institutions developing prior learning assessment programs throughout the United States and Canada. North Central Accrediting Agency (NCA) specifically mentioned the prior learning program as one of the institution's strengths in their last accreditation visit, and in 1991 Sinclair received an Institutional Award from the Council for Adult and Experiential Learning (CAEL).

The Experience Based Education Department faculty and staff are pleased that you have decided to enter the Credit for Lifelong Learning Program. We believe you will find the portfolio development course a very rewarding process for translating learning into college credit and developing an educational plan to achieve your academic goals.

Our role as a department is to aid you in the process; if you have any problems with any phase of the portfolio preparation or evaluation process, please contact us. You can write to us or telephone us at (513) 226-2790.

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Credit for Lifelong Learning Program
Experience Based Education Department

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Dayton, OH 45402

PORTFOLIO DEVELOPMENT

Portfolio Development is more than a college course, it is a life experience...an experience unique to each person in the course. Through the experience of developing your own personalized portfolio of prior learning you will be involved in a unique experience designed to renew your appreciation of your past and of your potential.

During this 3-credit-hour course, we will help you accomplish the following goals:

1. Identify your learning from experience
2. Match your learning to specific Sinclair courses
3. Identify your academic goals
4. Develop an educational plan
5. Identify your best prior learning assessment options
6. Develop your portfolio of prior learning

First, we will help you identify your learning from a variety of different experiences. These experiences could include work, seminars and workshops, adult and continuing education, and community or volunteer activities.

Second, we will help you match your learning to specific Sinclair courses. Remember, while all experiences are a source of learning, **not all learning is college-level**. We will help you identify your college-level learning, and demonstrate how it matches up with course requirements for Sinclair courses.

Third, we will help you identify the best academic degree for you to pursue, in light of your prior experiences and your future goals, whether these goals are academic or professional or both.

Fourth, we will help you develop an educational plan to use as a guide for earning your degree.

Fifth, we will help you identify the best method or methods for you to use to translate your learning into Sinclair College credit. Sinclair has 3 different approaches which you could use for this purpose:*

1. Credit examinations
2. Program evaluations
3. Portfolio development

To receive credit by examination, there are two major options. One option is to request a Proficiency Examination, which is an exam for a specific Sinclair course, prepared by Sinclair faculty. The second option is the use of the College Level Examination Program (CLEP), which is a nationally prepared series of standard examinations in 30 different subject areas. Some of these areas have been accepted as equivalencies for some Sinclair courses.

* Refer to Appendix A for more information about the methods of assessment coordinated by the Academic Credit Assessment Information Center (ACAIC - Room 10-311).

Credit by Program Evaluation is available for some students who have the appropriate background. The American Council on Education (ACE) evaluates many training programs offered by the military, business and industry, and non-profit organizations, and takes college credit recommendations.

You can also receive credit through the Portfolio Development method. A portfolio is a written document used to describe learning acquired through life experience, and to enable that learning to be evaluated for college course equivalency.

You may take advantage of any or all of these methods. During this course we will help you decide which ones work best for you.

Finally, the sixth and last goal of this course is to help you develop your own portfolio of prior learning.

Sinclair Community College's prior learning program is a course-match process. This means that, with the assistance of your portfolio faculty, you will identify specific courses for which you wish to request credit evaluation. For example, as a computer programmer, you may want to request evaluation for credit for Introduction to Computer Concepts. If you have given many presentations, you may want to request evaluation for credit for Effective Speaking I. In this course, you will learn how to develop your portfolio requesting credit for each course.

It is very important to understand that Sinclair does NOT award credit for experience, but **DOES** award credit for college-level **LEARNING** that has occurred from prior experience. This learning can be defined as learning that 1) is measurable; 2) demonstrates a level of achievement defined by faculty; 3) has a knowledge base; 4) is conceptual as well as practical; and 5) has a relationship to lifelong learning goals (Knapp, 1975).

Your final evaluation for this course will take into account your achievement of the course objectives listed in this Guide, your participation in class activities, and the quality and completeness of your Life History, Chronological Record, Goals Paper, and especially your development of at least one "competency" - your articulation and documentation of your own prior learning.

NOTE: Clear, concise writing is essential to an effective presentation of your learning. Enrollment in a basic English course is advisable if you have doubts about your writing skills. Placement test results can help you decide whether you need a refresher course in English Composition.

NOTE: Keep in mind that successful completion of the Portfolio Development course in no way should be interpreted as a guarantee that the content of your learning is college-equivalent (i.e., worthy of academic recognition beyond this course). Only approved Sinclair College faculty evaluators can make that judgement.

What is a Portfolio?

The portfolio is the formal document which defines learning acquired through non-college experiences. This portfolio is used to request college recognition (credit hours) for the learning from experience.

The preparation of this portfolio is an exercise in self-evaluation, introspection, analysis, and synthesis. It can be an educational experience in itself. It requires you to relate your past learning experiences to your educational goals, to exhibit critical self-analysis, and to demonstrate your ability to organize documentation in a clear, concise manner.

After you have been accepted and initiated in the portfolio development process, it will be to your advantage to talk with an academic counselor regarding your academic goals. It is very helpful when writing a portfolio to have selected a major and to know which courses are required for that degree; however, some students use the portfolio development process as an exploratory tool to decide on a degree program, in consultation with a counselor. He/she can also help you determine which courses taken prior to entering Sinclair are transferable to your chosen academic major or degree program.

What Goes Into a Portfolio?

Although the portfolio should be expressive of your own unique experiences and learning, there is a certain prescribed format to be followed. The portfolio consists of:

1) a **Cover Letter**, which states your credit request

2) a 4-5 page "**Life History**" which outlines the important events of your life - the events which helped shape you into who you are today

3) a "**Goals Paper**," which describes your personal, career, and educational goals

4) a year-by-year "**Chronological Record**" of your experiences since high school, up to the present time - usually a sentence for each year

5) the "**Competency**" (in 3-column form), which provides concise statements of experience and of the resulting learning, as it relates to a particular course

6) **Documentation** of the learning experience supporting each competency described

While you will become intimately acquainted with each page and document of your portfolio and understand their interrelationship, those who will evaluate the portfolio do not have this advantage. Therefore, it is most important that you follow this format, developing a carefully organized and written portfolio so that a stranger can follow it logically and identify substantiating evidence easily.

What Objectives Will I Accomplish as a Result of Taking the Portfolio Development Course?

A major outcome of the Portfolio Development course is the identification, articulation and documentation of a portfolio competency statement. Preparing a portfolio is an unfamiliar, laborious, yet terribly rewarding task. It should have special relevance for you as you begin to examine your life, seeing it as a series of interconnected learning experiences, a sequence of milestones along the way in your life. Accordingly, the outcome of the Portfolio Development course is much more than the completion of a portfolio for formal evaluation and the potential credit awards for prior learning. It is hoped this course will allow you to extend your self-esteem and your self-concept as a learner as you enhance your ability to clarify and reach life/work goals of special importance to you. In addition, the portfolio is an excellent record of your effectiveness in life/work situations, suitable for presentation to prospective employers and others interested in your skills.

As a result of completion of this course, you should be able to:

* understand the conditions for enrollment in the course, the steps in the portfolio development/evaluation process, and the role of the faculty resource person
* clarify the importance and purpose of the portfolio in relationship to the achievement of the course objectives
* recognize the value and legitimacy of learning from experience
* appreciate that learning is a lifelong process
* write a 4-5-page **Life History** about yourself
* prepare a 1-2-page **Chronological Record**
* set life/career goals and priorities
* write a 2-page **Goals Paper**
* differentiate between "**book**" learning and "**practical**" learning, to understand the expectations of Sinclair Community College faculty evaluators
* assess your own experientially developed competence
* understand Sinclair's expectations regarding the articulation of the experience and learning sections of your portfolio
* prepare competency statements for courses you wish to submit for evaluation
* demonstrate understanding of principles of documentation of your own prior experiential learning and, specifically, provide 3-4 documentation alternatives for each learning description you record in your portfolio

* describe and document in your portfolio competence developed through experience

* assemble your own portfolio of life and career accomplishments for submission to Sinclair Community College faculty evaluators, prospective employers, or others interested in appraising your competence

* develop an educational plan for achieving your educational goals

What are the Steps in the Portfolio Development/Evaluation Process?

With the help of your portfolio faculty resource person and other Experience Based Education staff members you will progress through the following steps in the portfolio development process:

1) Through a series of exercises, you will reflect on your prior experiences and examine what you have learned.

2) You will clarify your educational, career, and personal objectives in the light of past growth/experiences, and develop an educational plan.

3) With the assistance of the portfolio faculty resource person (and consultation with an academic counselor, if needed), you will identify and record the college-level learning you have acquired through non-classroom sources, relating it to classes offered at Sinclair to demonstrate equivalency.

4) You will document the college-level learning claimed.

5) You will complete the portfolio, which includes a statement of educational, career and personal objectives, a chronological record, a life history, a clarification of experiences and related learning, and supportive documentation. The portfolio will show how the learning cited is related to particular courses. Your request for credit hours commensurate with your learning is also included.

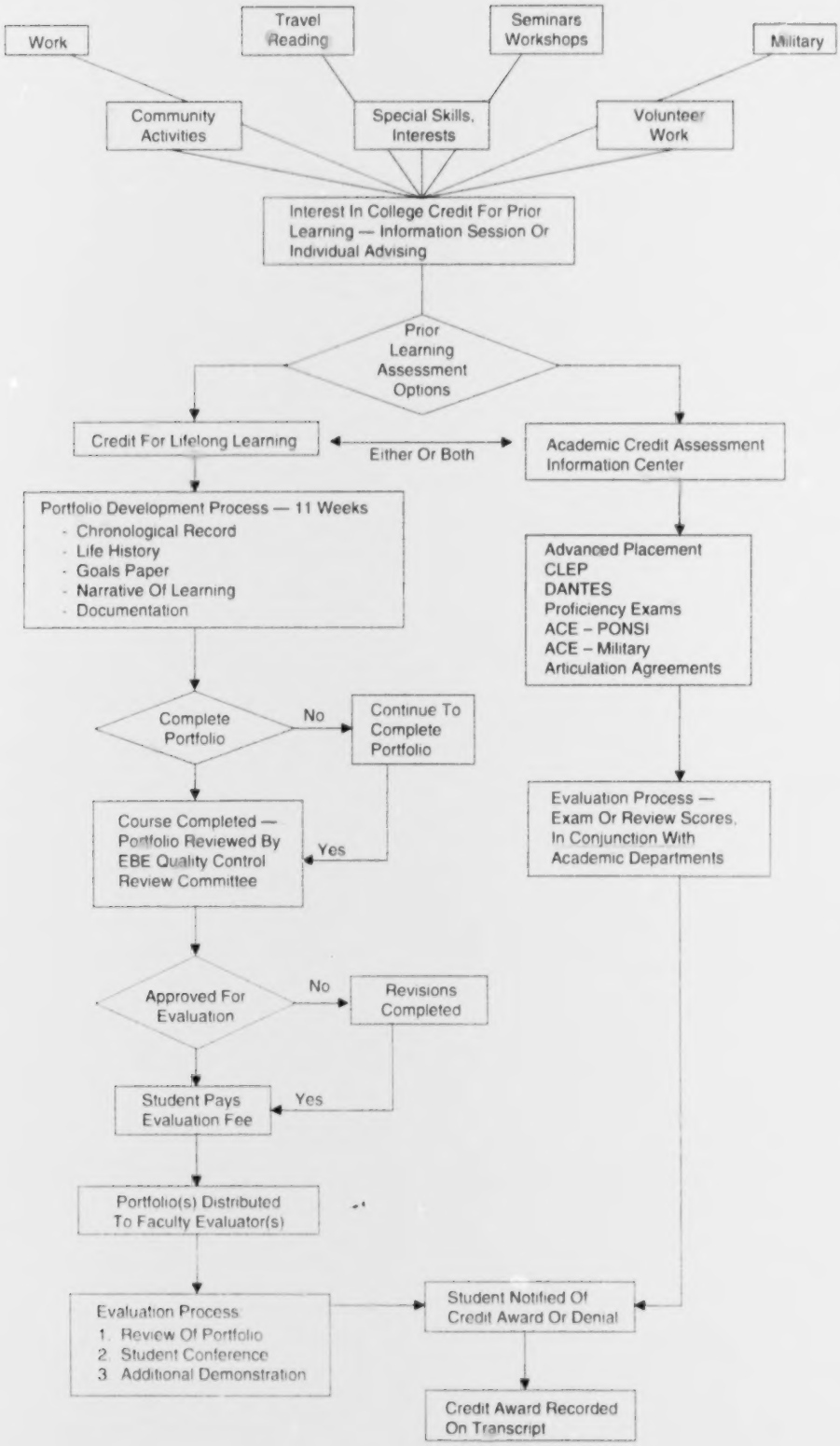
6) The portfolio will be reviewed by the Credit for Lifelong Learning resource faculty persons, and returned to you with their comments, for revisions or corrections as warranted.

7) You will pay for the individual evaluation of each competency you have developed.

8) The portfolio will be evaluated by individual teachers based on the course requested.

9) If credit is awarded, it will be recorded on your Sinclair transcript.

This step-by-step process is illustrated in the diagram below.



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What is the Role of the Portfolio Faculty Person?

Upon enrollment in the Portfolio Development course, you will attend classes facilitated by a resource faculty person. This person will assist you in all phases of the course.

During the course, the portfolio resource faculty person will provide you with technical assistance, support, and direction in the development of the portfolio. Your portfolio must ultimately be approved by the resource faculty person in order to successfully complete this course. (NOTE: Some students are able to complete their portfolios in one quarter; but many students require more time. Upon completion of the portfolio class students have two years in which to complete all additional competencies without re-registering for Portfolio Development. After two years a student must complete the 1-credit-hour EBE 200 Portfolio Update course before any additional portfolios may be submitted for evaluation.)

During the two years after completing the Portfolio Development course, your portfolio faculty person is available to you to assist with the development of additional competencies.

Enrollment in the Portfolio Development course entitles you to the following educational services and interaction with the faculty resource person within that academic quarter:

* weekly classroom sessions throughout the quarter (except for the next-to-last week - reserved for review of completed portfolios by a committee of portfolio resource faculty);

* individual sessions with your resource faculty, scheduled as needed, usually in the second half of the quarter; and

* telephone counseling for special assistance on any phase of the development of the portfolio, whenever questions arise.

How is Credit Awarded for Prior Experiential Learning?

It is important to remember that Sinclair Community College does not award credit for experience. Instead, credit is granted for verifiable learning growing out of experience. In other words, credit will be granted for the learning, either knowledge or skills, acquired during a non-college experience, not for the experience itself. For example, Joe has had ten years' experience as a realtor. He will not be awarded credit on the basis of ten years of selling experience, but on the basis of his ability to demonstrate what he has learned about salesmanship. The reason for this is that Joe may have learned very little after the first year. It could be that he has not had ten years of learning, but rather one year, repeated ten times. **Remember, it is your responsibility to identify the learning outcomes of the experience**.

When you have identified your learning from experience, you then match it to specific courses taught at Sinclair. The next step in the process is to prepare a narrative, describing **how** you learned (prior experience), and **what** you have learned about the course objectives for a particular course. This narrative, along with your documentation, will be sent to a faculty evaluator who will decide whether or not to award credit for the course. Please note that the evaluator, after reading your portfolio, may request additional work from you in order to demonstrate (or increase) your competence in the course material.

At Sinclair, credit for prior learning may take one of two forms. If the learning has direct linkage to an existing course (e.g., marketing competency to some existing marketing course), **direct course credit** may be granted. If the learning is not closely allied to an existing course, but is nonetheless significant and college-level learning, **internship credit** (which may also count toward degree requirements - see your academic counselor) can be granted.

In other words, you may receive credit in one or a combination of the two forms:

1. direct course credit, in cases where learning has considerable relationship to the learning acquired in traditional classroom situations; or

2. internship credit, when the learning is not **specifically course-related** but is college equivalent, possessing value in and of itself, and contributing to the personal or career development of the learner; to be eligible for this credit award (maximum of 9-12 credits), the student must demonstrate equivalency of the learning to that accomplished by a student enrolled in a traditional college-sponsored internship.

Prior experiential learning is recognized with internship credit when no course equivalent to a student's experiential learning is offered at Sinclair. For example, a student may seek credit for skill and learning acquired as a procurement clerk. The educational outcomes of the courses offered by Sinclair in Purchasing are not necessarily identical to the skills and knowledge that the student has identified and demonstrated. If the student can show that his/her experiential learning has important linkage to the discipline, an internship faculty evaluator will perform the evaluation. This learning may be evaluated in light of the learning of a traditional student enrolled in a PUR internship, serving as procurement clerk for a standard academic quarter as part of his or her cooperative education work experience.

The way that internship credit fits into Sinclair programs varies from department to department. Check with your portfolio faculty person or your academic counselor to determine if you can use internship credit in your degree program.

At this point the difference between direct course credit and internship credit is probably unclear. As you proceed through the portfolio class, working with your portfolio faculty and academic advisor, the differences will become more distinct.

Both topics will be discussed in more detail later in the ***Guide***.

THE CHRONOLOGICAL RECORD

The portfolio is a document about you and what you have learned from your life experience. The best way to start this process is by remembering what those experiences have been. You will do this by preparing a "**Chronological Record**."

The **Chronological Record** is a year-by-year account of what you have been doing since high school. For each year, list what you consider to be the important happenings. You might include:

employment

military status

schools attended

seminars/workshops

volunteer involvement

major life events (marriage, the birth of children, moving, divorce, etc.)

The **Chronological Record** is a way to begin to organize all your experiences. The format is simple - using one or two sentences, starting with an action verb, describe the important events of that year. (Please indicate both city and state locations.)

Preparing your **Chronological Record** will take time. At this point in the process you will be unsure what you should list. Initially it may be difficult to determine dates and events for the years since high school. The more information you include, the more helpful your **Chronological Record** will be as you identify significant learning experiences. You will continue to update and modify entries over the next couple of weeks, as you become more familiar with what is useful.

Your **Chronological Record** will provide the faculty evaluator with an overview of all your experiences.

This is a good opportunity to introduce you to "**Peg**," a former EBE 100 student. **Peg** has agreed to share her portfolio with you in this ***Guide*** to assist you in the development and preparation of your own portfolio of prior learning.

A sample of Peg's **Chronological Record** appears on the following pages.

CHRONOLOGICAL RECORD

1961	Left high school, got married.
1962	Birth of first child, Elizabeth.
1963	Birth of second child, Christine.
1964	Raising children, coping with unstable marriage, working part-time at home doing clerical work.
1965	Took civil service exam and began working full-time for the U.S. Army, Fort Monmouth, NJ, as a GS-2 clerk-typist.
1966	Divorced husband, got promoted to GS-3, then GS-4 clerk-stenographer, and obtained GED.
1967	Continued raising children, got promoted to GS-5 secretary; met future husband and began relationship.
1968	Moved to Germany, married husband and began work at army Procurement Center, Frankfurt. Learned German.
1969	Relocated to Dayton, Ohio after husband completed Army obligation, began work at Wright-Patterson AFB as a GS-4 clerk-stenographer.
1970	Promoted to GS-5 secretary at AFLC in Procurement and Production.
1971	Learned to sew, learned to bowl.
1972	Started bowling in leagues, became a league secretary.
1973	Took on more responsibilities at work. Began teaching bowling at a local center on Saturdays.
1974	Continued volunteer work with children on Saturdays and working as a secretary. Attended Effective Writing Course.
1975	Reassigned to a position as a procurement clerk, and then promoted to GS-6. Purchased our first home.
1976	Organized classes at work to help women become familiar with and pass the Professional Administrative Careers Examination (PACE) test. Passed the PACE test.
1977	Promoted to professional series as a Procurement Analyst, GS-1102-7. Attended Management of Defense Acquisition Contracts course at Fort Lee, Virginia (160 course hours). Trained for six months as a buyer in the base contracting office.

1978	Promoted to GS-9 Procurement Analyst. Attended Defense Contract Negotiation Workshop Course (40 hours). Worked for six months as a buyer in the airlift Systems SPO, ASD. Accepted into American Graduate University as a Master's Candidate with a waiver of bachelor's degree based on equivalent work experience.
1979	Promoted to GS-11 Procurement Analyst. Transferred to Base Contracting Office as a Contract Administrator. Attended Contract Administration Course (120 hours), and the Advanced Contract Administration Course (104 hours). Attended EEO workshop (16 hours). Terminated first contract. Worker of the Month for 2750th Air Base Wing, December.
1980	Received unlimited Contracting Officer's Warrant. Attended Quality Assurance course (12 hours).
1981	Transferred to contract negotiator position. Attended Defense Principles of Contract Pricing (80 hours) and Quantitative Technical Cost/Price Analysis Course (160 hours).
1982	Transferred to Termination Contracting Officer position. Promoted to GS-12. Trip to San Francisco to testify at first Armed Services Board of Contract Appeals hearing. Had knee surgery, had to give up bowling. Attended the following courses: Government Contract Law (80 hours); Defense Acquisition Contracts Executive Seminar (40 hours); Quality Circles Training (24 hours).
1983	Attended the following courses: Contractual Aspects of Value Engineering (40 hours); EEO Seminar (16 hours). Learned ceramics as a creative outlet.
1984	Attended the following courses: Management of Defense Acquisition Contracts (Advanced) (112 hours); Defense Termination Settlements (40 hours). Spent three weeks in Fort Worth as witness in a criminal case and assisted in conviction of several individuals for contract fraud. Started working as a team leader with two other team members.
1985	Promoted to GS-13, Chief of Contract Analysis and Management Branch. Had corrective surgery. Traveled to Fort Worth to assist the Office of special Investigations in attempting to further prosecute a contract fraud case. Began guest lecturing at the Government Contract Law Class, Air Force Institute of Technology. Did ceramics as a hobby, earning several awards at local ceramics shows. Attended the following courses: Defense Small Purchases (40 hours); Civilian Personnel Management Course for Supervisors (96 hours); Improvement/Learning Curve Seminar (16 hours); and Government Contract Issues of the 80's (8 hours).

1986	Completed 1 year probationary term for supervisors. Attended the following courses: Management of Managers (80 hours); Developing Customer Servicing Skills (Dealing with Difficult People) (24 hours); and Base Level Services Contracting Course (80 hours). Developed interest in computers.
1987	Birth of first grandchild, Drew. Continued guest lecturing. Attended Team Refresher Course (Supervisory Training) (40 hours); and Armed Services Board of Contract Appeals Disputes Resolution Course (8 hours). Entered therapy.
1988	Transferred to Chief of Specialized Contracting Branch; attended Defense Acquisition and Contracts Executive Seminar (40 hours); had surgery with severe complications; had further surgery later in the year. Took up cross-stitch as a creative outlet.
1989	In-house training on Quality Management (40 hours); served as a member of the first Process Action Team in the Contracting Center; went to Cleveland Clinic for assessment of medical problems; had additional surgery. Attended Managing Automated Information Systems Acquisition Course (24 hours). Worked as a member of source selection evaluation team. Completed therapy. Filed class action suit against the Air Force on behalf of all women in the contracting career field without college degrees. Received a ribbon at the Montgomery County Fair for counted cross-stitch sampler. Watched over the construction of our new home, and moved into it right before Christmas.
1990	Transferred to Chief of Commodities Contracting Branch. First second-level supervisory position, with 55 people in the branch. Second grandchild due in September. Briefed 5 members of the House Armed Services Committee on the class action suit. Worked toward getting publicity for the suit and support for it wherever possible. Attended Total Quality Management Leadership for Managers Course (40 hours). Started work toward degree at Sinclair College.

Peg's **Chronological Record** lists personal, career, and educational experiences which she has identified as being important in her life. This record will accompany each course request she submits.

THE LIFE HISTORY PAPER

The Chronological Record allows you to recall all of the different experiences of your life, and list them in chronological order. However, it is merely a list. It says very little about how the experiences affected you, or what you learned from them.

The purpose of the Life History Paper is to help you understand yourself, as well as to help you reflect upon how you have grown and changed and how you have overcome obstacles. As you mature, you learn to adapt to external and internal life changes. However, busy adults seldom take time to reflect on the ways their experiences have affected their lives. The Life History Paper enables you, the learner, to review the goals, decisions and learning that you have experienced, and your development as a person.

Your next step is to reflect back on the years since high school. What have you learned from your experiences? How have you changed? How have you progressed in your career and in other aspects of your life? How have you grown as a person? As busy adults, we do not always take the time to reflect on "where we have been" (past experiences) and "where we are going" (future goals and plans). Both are necessary steps as you examine your prior learning and develop goals. Preparing your Life History Paper provides you the opportunity to carefully examine "where you have been."

There is a great deal of talk these days about adult development, and the stages of growth adults pass through. A life cycle is what takes place between birth and death in the life of a person; it is his or her personal history. While each individual is unique, several theorists have attempted to identify common patterns in the adult life cycle. Are there stages of growth which are common for all people? What are they, and what do they mean? How are these stage the same and different for men and women? How do they vary depending on age and racial differences? By understanding these stages, can agencies, such as educational institutions, facilitate adult development?

Several different theories of adult development are presented in this section for you to consider as you evaluate your own life experiences. Remember, there is no one right theory for everyone, but one or another of these theories should help you in preparing your Life History Paper. As you read this section, which ideas seem to relate to your own experiences? Which ideas are different? Why?

Daniel Levinson (1978) has done extensive research on the stages of adult development for Yale Medical School. His findings have suggested that adult development is influenced by an individual's sociological environment (e.g., work, school, family, friends), and displays itself in how he/she relates to this environment, in terms of both external behavior and internal perceptions. Levinson characterized our lives as alternating periods of stability and transition, which create what he calls our "life structure."

The process of living is a growing, learning process, filled with periods of stability and transition. Stable periods are the relatively tranquil intervals in our lives, characterized by a
sense of coherence, consonance, and contentment; transitional periods are intervals involving new challenges and new opportunities for growth and learning. Both are vital to our development.

Transition periods cause us to rethink and reformulate our vision of ourselves, setting forth new pathways, some of which involve considerable risk, leading us to a redefinition of our lives. Periods of life transition may involve leaving home for the first time, having or adopting a child, marriage or divorce, or the leaving home of one's children; it could also involve a changing job description, finding a new job, seeking a promotion, getting fired or retiring; or it could be a redefinition of personal values.

You may want to identify the periods of transition and stability in your own life. Describe each transition period. Was it followed by a more stable period in your life? How was this period different from the transition period? How did these periods of transition and stability affect your personal and professional life?

Gail Sheehy (1976), in her book Passages, describes seven stages of development which an adult typically experiences. You may find it interesting to compare your life to these stages. What is similar? How has your life been different?

Fledgling Adulthood (ages 22-29 years)
This stage is an individual's entry into the adult world. The individual is preparing for his/her lifework. He/she is trying out the teachings of childhood. Individuals are concerned with doing what they "should." An individual passing through the provisional adulthood stage is seeking the answer to "What do I do?"

Age 30 Transition (ages 29-32)
During this period individuals are typically questioning and re-examining commitments made in their twenties. The individual questions the "shoulds" and "oughts" of his/her upbringing. Life begins to look more complex. An individual is seeking the answer to "What do I really want out of life?"

Putting Down Roots (ages 32-39 years)
During this stage life becomes more rational, less questioning and searching. The individual seeks to be more established, both personally and professionally. Individuals become emotionally aware of the reality of death and are concerned with the question "Is there still time to change?"

Mid-Life Transition (ages 39-43)
For many this is a painful period. The individual reexamines his/her purpose in life, becoming aware of the fact that we are alone - there is no one to go to for "permission." It is often a time of transition filled with both danger and opportunity. Many must face the realization that there are limits to success and achievement. Youthful dreams may not match reality. Also, they are concerned with the expectation others have placed on the individual. The major question of this period is "What do I truly want for myself and others?"

Realization and Flowering (ages 43-50)
For many individuals this is the best time of life. They have regained their equilibrium. Having forged through the earlier stages, they have gained a new stability, a renewal of purpose. They are interested in becoming a mentor, sharing their knowledge and skills with younger friends and associates. Individuals listen more to their own inner voices than to external demands.

Renewal (ages 50-65)
This stage is a renewal period for many adults. They have come to grips with what they have and haven't done and are eager to build a more authentic life structure. Friends and privacy are greatly valued. Individuals are concerned with retirement - when to retire, what to do and how to cope.

Retirement (ages 65 and over)
This is the stage of exciting changes. As a result of better health care and standard of living, the quality of life has greatly improved. Individuals are living active lives, pursuing new careers an experiences. They are not retiring, but retreading.

Take a few moments and review your Chronological Record and events in your life, in relationship to these stages. Are the stages descriptive of your life? How does your life experience differ? If you find that you do not fit neatly into these stages, do not be concerned. They are descriptions of average tendencies for the group studied, and may not match your life exactly. You are a unique individual with your own unique set of experiences and ways of reacting.

Frederic Hudson (1991) argues that this view of the world is no longer applicable. Individuals cannot expect events to occur in a predictable manner. Adults change careers several times, return to school, retire at different ages. Individuals may become parents and grandparents at the same age. Examine your own life. Have you always been able to predict events? Have you been able to control change? All these events affect how adults develop. They occur at different times in people's lives and influence people differently.

Hudson suggests that a cyclical view of adult development is more applicable to today's world and more descriptive of the adult life cycle. Cyclical concepts are patterns that are repeated but have different meanings at different times in our lives. They are not better of worse that earlier forms, merely different. For example, you may have attended college after completing high school. The basic experience of attending school is the same at age eighteen as at age forty, and yet it is a significantly different experience. You are a different person, your life is different and your reasons may be very different.

Hudson describes four phases which are continually repeated throughout the life cycle.

Phase 1: Alignment--Getting My Act Together

> Individuals are consciously and unconsciously inventing their life structure. A life structure is a span of time when life seems clear, purposeful, promising and effective. During this phase an individual develops their vision of their future and takes action to accomplish this vision. As they move towards accomplishing your vision they reach a plateau. A plateau is the point where much of the vision has been realized and individuals begin to question, "Is that all there is?"

Phase 2: Out of Synch

> During this phase adults continue to manage their life structure while searching for ways to keep it thriving. It can be a confusing time as adults re-evaluate their vision and attempt to make changes to regain their earlier sense of purpose. Unanticipated events may enter the picture which affect the life structure or one's view of it. Adults face a momentous decision during this phase of attempting to restructure and rejuvenate the vision or to abandon the vision. The latter decision throws adults into a Life Transition as they dis-engage from their old vision. Hudson refers to this as cocooning, a timing for endings in order to rebuild a new life structure.

Phase 3: Disengagement

> This is a time of being, not doing as adults turn inward. It is a time of letting go of external structures, lost dreams, lost roles, lost youth, children, career, income etc. It is a time of self-renewal as adults regain a sense of self.

Phase 4: Re-integration

> During this phase adults expand their self-renewal to include the external world. It is a time of exploration, creativity, and networking as adults explore what their new life structure might look like.

After reviewing your past experiences, developmental stages and transitions, your next step is to prepare your Life History paper. This paper should be a 4-5 page essay, reflecting on your past experiences and your development. Taking time to reflect on your life is an important part of your growth and development. It is a necessary process for individuals setting new goals in their lives. This paper will help the faculty evaluator understand who you are and the context of your learning experiences.

As you work on the development of your portfolio, there will be experiences that you may not want to share. We all have had experiences that were painful; that's a part of life. As you reflect on your past experiences you cannot avoid being reminded of such experiences; however, you do not need to include the experiences in your portfolio.

Some students share a great deal of information about their personal lives, while other students focus only on their career and educational experiences. You must decide what you are comfortable sharing in your portfolio.

A copy of Peg's Life History paper appears on the following pages as an example.

LIFE HISTORY

In grammar school, I was an excellent student. I can still remember becoming extremely bored about sixth or seventh grade, and starting to daydream extensively. I pretty much quit doing homework, but continued to do very well with my grades. At this stage of life, I can see that changing schools several times between earlier years after my father died had a profound effect on my future education. I become very bored with the pace. My parents wanted me to go to college, but I had absolutely no interest in being a teacher. By high school, I spent more time clowning around than learning. In my junior year, I quit school, got married, and had a baby.

I attempted to return to high school, but was simply unable to cope with the structure. I felt somehow more mature than my teachers. The obvious solution was to have another baby. My husband was also eighteen, and the strain began to show rather rapidly. He didn't want the responsibility, and eventually in an attempt to hold the family together, I decided to get a job. The Army post nearby was the largest employer in the area, so I signed up to take the civil service exam. I was hired the same day I took the test, and was at work in the afternoon of the same day. The Vietnam war buildup was underway, and I was hired at the fantastic salary of $3,814 a year! My husband was devastated, and my daughters ended up in day care. I strongly believed that the only way to hold my family together was to make enough money to
get by on, but it was just the opposite of what my husband wanted. We were divorced in 1967.

I was promoted to a GS-3, and as a result encountered my first female supervisor, a young Black Army major who was as tough as nails. She was angry and hard to deal with. I remember thinking how strange it was that she was trying so hard to command respect by barking at everyone. All of the men made fun of her behind her back. I didn't like her much, but I felt connected to her somehow. I got promoted to GS-4 in another organization and moved on.

I met my present husband, and after dating for a few months we started talking about getting married. Before we were able to get much farther with the relationship, he received orders for Germany. After a few months, I joined him overseas and we were married in Basel, Switzerland. We lived in a tiny village in central Germany called Butzbach. The first apartment we had was actually just a room rented from a local family who spoke no English. Hot water for a bath was only available on Saturdays, and it was obtained by heating coal under the heater in the bathroom. Water for cooking or cleaning was boiled, and the stove used wood! Some difference for an American girl! We got on a waiting list for an apartment with a bathroom, almost unheard of in the area. We had another interim move to a large one-room apartment with shared facilities with twelve other people. I commuted to work in Frankfurt on the train, and then took the trolley. I learned conversational German in a big hurry.

We wandered about on the weekends, castle-hopping and sight-seeing with other young American couples. The time flew by, and before I knew it, we were returning to the States, this time to Dayton, Ohio. I got a job at Wright-Patterson AFB, my husband went to college, and we settled into a routine. At work, it was becoming obvious to me that I was equally as smart as the men I worked for. They noticed it, too, and started leaving parts of their jobs to me. I was happy to have more to do than the clerical work. When they prepared correspondence that I didn't agree with, I would redo it more in line with my

thinking. A lot of it went the way I prepared it. I enjoyed the responsibilities that I had, and it went a long way toward making my job more interesting. I added more activities to my life as the children got older, such as sewing. I become an expert seamstress, making things for my children, my husband, and virtually sewing my own wardrobe, including suits. As I was already doing on the job, I taught myself how to do it by reading books, just trying what looked reasonable to me, and by asking other people who already knew how for suggestions.

In 1971, my husband and I took up bowling. It become something we both enjoyed, and we started joining leagues and bowling in tournaments. We met a lot of people, learned the sport well, and I became interested in the administrative side of the game. I became a league secretary, got involved in teaching the game to youngsters on Saturday mornings at a local bowling center, ran for a position as a Director of the Dayton Women's Bowling Association. I eventually held several offices: that of President of the Dayton 600 Club, President of the Dayton Area Junior Bowling Association, and with several other local women, formed a tournament organization called the Dayton Area Ladies Tournament Association that ran about ten tournaments per year. I learned a lot about how things work, and how to get what was necessary done by other people.

I was getting fairly bored at work, though. All of the folks that I worked for were military personnel, and they came and went with a regularity that grew frustrating for me. They kept being promoted. They had careers. I just sat there, doing their clerical work, doing their jobs for them while they were on temporary duty to exotic locations like Thailand and Texas (exotic is in the eye of the beholder). In 1975, through a quirk of luck, I was transferred to a procurement clerk job. Our offices were transferred to a procurement clerk job. This move resulted in a promotion to GS-6. By now my horizons had widened, and I wanted more.

I was placed in the Contracts Committee, given to a GS-13 female as her assistant, and she was told to train me. Train me she did! In a short period of time she had put me to work on a variety of projects, shown me how to file, update, and do research in the ASPR (Armed Services Procurement Regulation), its supplements, and gave me responsibility for the archives of its predecessors. I began reviewing contracts for applicable clauses, special provisions, and unusual situations. Dorothy believed you learned best by doing. I learned plenty from her, about contracting and about life. She was some lady. There were not many women at her grade in the 70's. She passed so much responsibility on to me that when a classifier came in to review the job for a possible promotion, it was classified as a GS-13. The boss was told by personnel to take the work away from me. He said sure, and left it alone. In order to get any further advancement into the job series for contracting, 1102, I had to meet some rather stringent requirements for experience, and pass the Professional and Administrative Careers Examination. With guidance from Dorothy and General Bill Kelly, I set up classes at lunch time for various people in the building, and arranged for various people in the contracting organization to teach such diverse areas as business mathematics and college algebra, logic, and managerial philosophies. I taught vocabulary. About twenty people took the classes, and I believe eventually all of them passed the test. I passed with flying colors, and was shortly thereafter selected for a position as a case manager trainee in the International Logistics field which started out as a GS-7 and went to the GS-11. The folks in contracting asked me not to accept it, and said they would match the job offer.

Launched on my new career, I went on a six-month training assignment to the base contracting office to gain experience as a buyer. During that time, I worked as an 1102 buyer trainee, purchasing commodities. It was interesting, addictive work. The pile of purchase requests grew also. Moving paper was in my blood. I went to Fort Lee, Virginia for the month-long basic contracting course, met a lot of other folks, did my first networking (although it didn't have a name then), and studied hard. There were four new lawyers in our class. I ended up an honor graduate for my efforts. The study was self paced, the classroom learning done by lecture and by breaking into small groups to do mock negotiations. I slept through the lectures, and loved the group work.

Upon returning to my regular job after completion of the six-month period at base, I was bored, and decided I would like to be a contract negotiator after I finished my training program. My supervisor sent me to Aeronautical Systems Division, Airlift Systems SPO, to work on the C-5 wing modification program. Six months as a buyer in ASD showed me that my decision to return to base contracting was a good one. It was hard for me to get through the time at ASD because I felt totally useless. The only persons who got to actually make decisions were the program managers. Even the contracting officer did what he was told. I attended meetings by the hour that never came to any resolution. It was not my style.

As soon as I reached GS-11, I transferred back to base contracting, this time as a contract administrator. Within six months, I had handled the default termination of a major contract, repurchased it, and won an award as worker of the month. I was given an unlimited contracting officers warrant, and more responsibilities. To broaden my experience, I moved to services buying as a senior negotiator, and attended enough pricing courses in one year to prove to myself that I probably was good at math. Another myth dispelled. The head of our office asked me to take on a new position as Termination Contracting Officer for the WP Contracting Center. I was terrified, but accepted it, got promoted to GS-12, and went into my legal years.

I appeared before the Armed Services Board of Contract Appeals more than ten times, worked with the Air Force trial attorneys in all the case preparation, and functioned as the defendant for the Air Force. I went to law classes and seminars. I worked with the Office of Special Investigations on a multitude of contract fraud cases. I testified in a criminal trial in Fort Worth that resulted in jail sentences for two Government contractor employees. I traveled extensively, guest lectured at the AFIT Government contract law course, and eventually made a videotape for them which they used when presenting the course in other locations of the country. I became "an expert in my field!" Ceramics became a hobby, and a creative outlet from the stress of the job.

When I found myself training a few people to work with me, my focus started to shift. I discovered I could work well with people, and in 1985 was promoted to a supervisory position. The transition from doer to manager was rough. All these years I had functioned as a one-woman bundle of energy, and now I had to sit back and wait for other people to do the work. I developed an interest in computers, learned to log on, and played until I taught myself what I needed for business applications. A precious new person entered our lives - our grandson, Drew. The stress of my job seemed to grow intensely, so I proceeded with my midlife crisis, and went into therapy. As a result of the therapy, I decided to switch to a different position, and in 1988 became the Chief of the Specialized

Equipment Support Branch, Specialized Contracting Division. Suddenly, I was responsible for computer acquisition, guiding two major source selections, and supervising 23 people. It was very different, and very challenging. I had surgery, which was supposedly routine, and nearly died. After ten long, agonizing weeks of recovering, I came back to work, slowly started regaining my brain power, got sick again and ended up with surgery to repair the surgery within three months time. Another six weeks off recuperating. I was depressed, frustrated, and determined to get back to normalcy.

I went to the Cleveland Clinic, got the word that still more corrective surgery would be needed, but that from there on out things would improve. An assignment as an evaluator on a source selection gave me insight from the technical side of the house. We went into Total Quality Management, and I was lucky enough to be a member of the first Process Action Team in our organization.

In 1989, I filed a class action suit against my Air Force, on behalf of all female employees in my field who do not have college degrees. The Air Force put a new promotion system into place, which gives so many points for a degree that anyone without one will not be considered for promotion, regardless of the quality of their performance appraisal. A group of women in the same status is working hard to get recognition for efforts, raise money for
our legal defense, and work for change in any way possible. We have made some waves, and recently we prepared a briefing which was presented here to five staffers from the House Armed Services Committee who are working on legislation to professionalize our job series. We believe we significantly affected the opinions of several of the staffers, and that the outcome may put us back to "promotable" employees. In the meanwhile, the struggle will continue. The process has pulled together a diverse group of women to a common cause. Also this year, we stood over the construction of our dream house, and I used all the skills of my trade to get our needs met, at the best price possible.

1990 has started out well. Our Commander reassigned me to the Chief of Commodities Contracting Branch, a second level supervisory position with five subordinate supervisors, and close to 60 people in the branch. It's a huge job, but feels fairly comfortable for me. I have been asked to work toward making electronic contracting a reality this year, using my people skills, my computer knowledge, and my contracting background to make it happen. We hope we will be moving out of the dark ages into this century. My home life is wonderful, I live in a castle built for me and my prince, my children are doing well, and I am free to mentor women at work, and maintain some of the close female friendships which I cherish. I will continue to tilt at silly windmills, be myself, and enjoy what I am doing. My employees have nominated me for Supervisor of the Year, and the nomination specifically is for my work on women's issues. So here is am Starting out by trying to turn some of this history into credits! I would rather channel my energies elsewhere, but that's the way it goes. I need a degree to continue and I'll get one. It is my hope that this process will get me off to a good start.

Peg did not attempt to discuss all the experiences she listed in her **Chronological Record**. She selected the experiences she felt were most significant and discussed how they had influenced her.

After reading Peg's **Life History**, you begin to develop a better understanding of who she is and how she has developed. The preparation of the **Life History Paper** will allow you to reflect on your experiences and examine how they have helped you to become the person you are today.

The faculty evaluator will find this information helpful as he or she attempts to understand the scope and breadth of your learning experiences.

THE GOALS PAPER

This section of the ***Guide*** is designed to help you continue the process of self-discovery, but the emphasis will shift from the past to the future. Building on the insights you've acquired from preparing your **Chronological Record** and **Life History Paper**, and the insights you will develop as you go through this phase of the Portfolio Development class, you will set some goals and prepare a **Goals Paper** that describes these goals and your plans for achieving them.

Reasons for Setting Goals

Most people would agree that being the best we can be and achieving all of our potential is desirable. However, the pressures of everyday life and normal human failures often prevent us from giving much attention to achieving this potential; we are dissuaded by the feeling that we have little control over our fate. It is often easiest to simply drift, to stop trying to achieve or grow.

Setting goals is a way to keep our attention focused on aiming toward that highest personal potential. This happens because a goal helps you direct your energy. The situation is analogous to driving a car. If you have a destination in mind, you can use the car's energy to cope with most barriers to your progress. For example, if a road is blocked, you can choose to turn off the engine and save gasoline while you wait for the road to be re-opened; or, you can choose to drive the car along an alternate route. Through these planned responses to the environment, you will eventually arrive at your destination. However, what if you begin driving with no destination in mind? You are likely to randomly change direction each time you encounter a barrier. As a result, while your car may have used just as much gasoline as in the previous situation, your odds of arriving at a desirable destination are small while your odds of becoming completely lost are great.

Similarly, when you have a clear life or career goal, you can direct your energy toward attaining that goal and avoid scattering your energy in other directions. You can start planning steps to take to attain your goal and begin avoiding unconscious steps away from it. For instance, if your career goal is to become a buyer for a large retail store, it may not be logical to take a job working on an assembly line, even if the latter job pays better. Of course, as with driving to a destination, directing your energy toward a goal does not mean you will not have to make detours or encounter delays.

Moreover, if you are goal-directed, you will know that you charted this course yourself. You will have a sense of being in control. In addition, having a goal clearly in mind enables you to know when you have succeeded. This seems obvious, but it is an important benefit of goal setting. "Success" is a term that most people use but never really define in their own minds. As a result, a person can accomplish many tasks, receive many promotions, earn lots of money, be recognized with awards and still not feel "successful." Often, this is because she does not know what "success" is - she has never developed a personal definition for the term. Setting goals is a way of defining "success" for yourself - of defining it in a way that allows you to recognize your own successes, to be proud of them, and to be motivated to set new goals and strive for new successes. In other words, you gain a sense of being a success.

Each person must define what success is for himself or herself. The individuals who are successful are those who work to make their lives the way they want them to be. Anthony Robbins (1987) identified the following seven characteristics that

successful people have in common: Passion, Belief, Strategy, Clarity of Values, Energy, Bonding Power, and Communications.

First, they have **Passion**. Successful people have discovered a reason, a consuming, energizing, almost obsessive purpose that drives them to grow, and to be more than they are. It gives them the fuel to accomplish their goals. It helps them through the rough times. There is no greatness without a passion to be the best - the best draftsman, the best teacher, the best accountant.

The second characteristic is **Belief**. Successful people believe in themselves and in their capacity to grow and accomplish goals. Our beliefs are what we are, and what we can be determines what we will be. If you say to yourself, "I could never do that," then you will not, no matter how hard you work. To succeed, you have to believe you can.

While Passion and Belief are the fuel for success, success does not automatically happen. The third characteristic is **Strategy**. Successful people do not sit around waiting for things to happen to them. They make plans - that is, they develop a strategy to achieve what they want. They also realize the strategy is not carved in granite. It can be changed or modified as they are faced with roadblocks or new opportunities. They develop a strategy which enables them to stay focused on their goals.

The fourth characteristic of successful people is a **Clarity of Values**. Successful people have a clear idea of their values. Values are our specific belief systems about what is right and wrong in our lives. Values are fundamental, ethical, moral, and practical judgments we make about what's important, what really matters to us.

Many people do not have a clear understanding of what is important to them. Over 150 years ago, Henry David Thoreau wrote, "The mass of men lead lives of quiet desperation." These words still hold true today - there are many people searching for meaning and direction. Everyone would agree, "Yes, values are important and, yes, I have values," but many people have not taken the time to examine what is really important to them or to clearly articulate their values for themselves. Values affect every decision we make, every action we take.

Successful people understand the importance of values and have a clear notion of their value system. They also know that values change, adapt and develop throughout life. Remember when you were 18 and said, "I'll never do that," only to find yourself at a later age doing the thing you said you would never do. It may reflect a change in your values.

The fifth characteristic of successful people is **Energy**. Accomplishing goals takes effort. Successful people do not hesitate to use their energy - physical, intellectual, and spiritual energy - to accomplish what is important to them.

The sixth characteristic is **Bonding Power**. Successful people know they cannot accomplish goals alone. Bonding power is our ability to connect with and develop rapport with people from a variety of backgrounds and beliefs. No matter what you want to do, see, create, share, or experience, it involves others. Often, other people can help you accomplish your goals more quickly and easily. Successful people have learned this, and have learned to develop a rapport to solicit the help and partnerships they need.

Finally, successful people understand the importance of **Communications**. The way we communicate with ourselves is as important as the way we communicate with others. Successful people are those who have learned how to take any challenge that life gives them and communicate that experience to themselves in a way that causes them to successfully change things. Their self-communication is positive - they are not imposing "shoulds," "oughts," or "can'ts" on themselves.

Successful people have learned and mastered the art of communication. Communication is the most important skill we can master. We spend most of our waking hours communicating - reading, speaking, listening. In Steven Covey's (1989) book, ***7 Habits of Highly Effective People***, he stresses that successful people have developed the art of empathic listening - they seek first to understand and then to be understood. Empathic listening puts you inside another person's frame of reference. You see the world the way he sees it. You don't have to agree with him, but you first understand, and from there you work on mutual problem solving.

What Does the Goals Paper Have to Do With Your Portfolio?

Setting goals is a necessary step if you want to be successful in the portfolio development process - if you want to create a portfolio that can help you earn credit for specific courses. In this case, goals are necessary because they will help direct your efforts as you write your portfolio. As a result of preparing your **Chronological Record** and your **Life History Paper**, you probably realize that you cannot write about all your experiences. For example, maybe you can type 70 words per minute, but your goal is a degree in contract negotiations. Your typing skills are not going to help you achieve the purchasing degree you feel will best help you obtain your career goal.

Your life/career goals are the starting point for this sorting process. This is how the process works: Once you have your life/career goals in mind, you can select the college degree that is most likely to help you achieve them. With this degree goal established, you can examine the courses required for the degree, and decide which ones cover topics that match your learning from experience. Then you can sort through your experiences and focus on the ones that yielded relevant learning, applicable to the courses you have selected. This entire process will be covered in much greater detail later in the ***Guide***, but the point to remember is that the process begins with clear goals.

It is important to remember that setting goals is only one part of the process. In order to grow and be successful you must make plans to reach your goals and then take the necessary action to carry out the plans, thus accomplishing your goals.

We have all set goals for ourselves that we have not accomplished - remember all those unfulfilled New Year's resolutions? However, goal-setting in and of itself is not the answer to our growing and being successful. Growth comes only when all three parts of the process are combined: setting goals, making plans, and taking action to carry out the plans.

Factors to Consider in Goal Setting

The process of setting clear goals begins with remembering past experiences and doing a careful self-analysis - analysis of your past experiences, your values, your interests, your abilities, and your needs and wants. This introspection is essential

because it is the only way to develop goals that are truly your own - goals that you desire, goals that you believe are worth attaining, goals about which you are passionate enough to put forth energy to accomplish.

One phase of this self-analysis involves becoming aware of your own values - of what is important to you, of what makes you happy. When people list their values, they usually include such things as money, leisure time, security, independence, social status, helping others, and so forth. However, the priority individuals assign to a particular value varies from person to person. While one person may value financial security above all else, another may value leisure time most.

Being aware of what you value most enables you to match these values to the types of rewards - and costs - that are common in a particular career field. For example, a career in sales often yields an above-average amount of money. However, such a career frequently has less status than some other fields. On the other hand, a career as a doctor provides a great deal of status, but doctors forfeit a significant amount of leisure time. In the process of examining your own values, you must decide what you want and what you are willing to sacrifice in order to get it. The classroom activities and discussions will help you with this values clarification process.

Unless you are already very certain about your career goals, you will need to give some special thought to this area. As you set these goals, in addition to understanding your own values you should also be aware of your interests - of what attracts and holds your attention. Once you know your interests, you can begin to look for a career that allows you to earn money for doing tasks similar to those you would choose to do for fun. A professional baseball player is obviously someone who has found a way to match his livelihood to his interests. A less obvious example of the same sort of well-planned matching is the person who loves to solve puzzles, and makes her/his living de-bugging computer programs.

However, while taking into account your values and interests, you must also honestly analyze your abilities. From past experience, you know what you can and cannot do. Now you need to analyze whether you lack certain skills simply because you were never trained in them, or whether you lack aptitude in that area. Perhaps you can figure this out on your own; but, if you cannot, the college offers aptitude tests to help you. Sinclair's **Career Planning and Placement Office** as well as the **Counseling and Student Services Office** have numerous resources to assist you with this process.

If there are areas in which you have aptitude but require training, you must decide how much time, energy, and money you are willing to devote to getting this training. This decision will affect your career goal. For instance, you may have an aptitude for clinical psychology, have an interest in the field, and value helping others. However, you may not be willing or able to spend the many years it takes to get the training required to be licensed as a therapist. Instead, you may want to pursue a two-year degree in Mental Health Technology. The idea is, you must decide how much time you can spend developing your skills, and set your goals accordingly.

How much time you can spend depends on your needs and wants - the final factor to analyze as you set your goals. As an adult, you have responsibilities to meet your own basic survival needs and, perhaps, the needs of others. You must temper your goal-setting accordingly. However, be sure to do this tempering with the long-range picture in mind. It may be worth living frugally for a year or two to give yourself and your family a much better life later.

Criteria For Goals

As you work on your Goals Paper, keep the following guidelines in mind: your goals should be

Believable - Remember, if you do not believe you can accomplish something, you never will.

Conceivable - Is the goal stated in such a way that you can conceive of accomplishing it? It may not be very conceivable for you to become a professional basketball player if you are only 4 feet, 11 inches tall. However, it may be entirely conceivable for you to learn the rules of professional basketball, or improve your own free-throw percentage, or become a coach for a team of neighborhood kids.

Achievable - Is the goal achievable? Do you need to break it down into smaller goals first? Maybe you want a law degree. Your first step might be to earn an Associate's degree, then a Bachelor's. Do you have the resources (time, money, intelligence, determination)?

Desirable - It must be a goal you want to accomplish, not what someone else wants you to accomplish. You may be returning to school because of job pressures, but if you don't desire education for yourself, you will find subtle ways to sabotage earning a degree.

Measurable - The more measurable or specific you make your goals statement, the better it will be for planning as well as evaluation: Did I accomplish my goal? If you say, "I am going to increase my savings this year," and in December of this year your savings have increased by $1, did you accomplish your goal? Well, yes and no. Yes, it is $1 more; but unless you are a small child, you probably had more than $1 in mind. A much more usable Goals statement would be, "I am going to increase my savings by $600 this year." You can use this statement to plan to save $50 each month, from January through December of this year, and on December 31, you can examine your savings account balance and quickly determine if you have met your goal.

Stated with No Alternatives - A goals statement should never be written, "Maybe I will go to school, or maybe I won't." If you give yourself that choice, I'd bet money on "I won't" every time. In order for goals to be valuable, they should be stated "I will" or "I am (going to school, etc.)."

Growth Facilitating - Goals should be established that are not harmful to ourselves or others, but enable us to learn or accomplish something new.

As you work on your goals, you might find the following questions helpful:

* Are your goals in line with your personal interests, skills and opportunities?
* How do your goals statements fit with the other criteria mentioned above? Do you believe in what you have stated? Are the goals stated with no alternatives? Can you be even more specific?
* What is the relationship between your long-term and your immediate goals? How can your immediate goals help you accomplish the long-range ones?
* Have you established a timetable for reaching the immediate goals? Have you given yourself enough time? Or can you really get these things done more quickly than you thought?

Steps in Setting Goals

For this course, setting goals involves the following steps:

- Perform the self-analysis discussed in the preceding paragraphs.
- Based on this self-knowledge, formulate your long-term goals - decide what you want your life to be like five or ten years from now.
- Set short-term goals - goals for next term or next year. These goals should lead logically to your long-term goals and serve as stepping stones. (For example, short-term goals of securing a job as a retail clerk and pursuing a degree in mid-management retailing would be stepping stones to a long-term goal of becoming a buyer.)
- Identify an develop resources to help you achieve your goals. (For instance, the College's Cooperative Education job facilitators and Career Planning counselors are resource people who can help you find a new field.)
- Write a Goals Paper.

Writing the Goals Paper

Once you have gone through the steps described above and know your own goals, you can write the goals paper that will be included in your portfolio. As you write this paper, make certain that you clearly state your goals, both long-term and short-term. Also, be sure to discuss the thought processes you went through in setting these goals. Answer such questions as: What are your values? How do you know or how did you decide? What are your interests? What abilities do you have? What skills do you need to develop? What are your needs and wants? What current responsibilities are affecting your choice of goals? What plans have you made to help you achieve your goals? What resources have you located?

To summarize, keeping the guidelines above in mind, you should be able to write a Goals Paper that emphasizes your future instead of your past. In two typed pages, you should describe your hopes and aspirations - your plans for becoming the best you can be.

Peg's **Goals Paper**, on the next page, lists her personal, educational, and career goals.

GOALS PAPER

I have used goals extensively in my work to get where I wanted to go. Until recently, I believed that while goal planning was highly necessary at work, personal goals were not necessary. About five years ago, my husband and I decided we wanted to build our dream house, and move into it with no money worries and new furniture. That decision made, we waited for it to happen. After about a year, I saw that we were getting absolutely nowhere with our savings toward our plans. I started using some of my techniques from work, and the savings started building. We made further plans, and within a few years, built the house, bought the furniture, and moved in.

I have some newly formed educational goals, long and short term, which directly affect my ability to progress in my profession. Recently, some educational requirements were added to my career field, government acquisition management, more commonly known as contracting. Making these decisions is shifting my long-term professional goals. My short- and long-term goals are as follows:

SHORT-TERM GOALS (2-3 years):

1. Complete educational requirements at both Sinclair and Antioch for a bachelor's degree in Management.
2. Work on further development of my communication and people skills, using them as a platform to form a strong, functional team at work.
3. Spend time with my family: my husband, my adult children, my wonderful three-year-old grandson, and my newest grandchild, due in September.
4. Work slowly toward weight loss and improvement of exercise regimen, ending with a more healthy life-style.
5. Successfully pursue appropriate "grandfather" provisions in pending legislation before Congress regarding the Acquisition Workforce, and the class action suit underway against the Air Force.
6. Foster development of women in the workforce into a strong, cohesive network who can get their needs met.

LONG-TERM GOALS (2-4 years):

1. Obtain master's degree, possible long-term full time (Air Force covers my salary and the educational expenses).
2. Apply for and be selected as a member of the Senior Executive Service, either at Wright-Patterson, or possibly in Washington.
3. Travel for personal enjoyment with my husband, and provide such opportunities for my grandchildren.
4. Purchase a sailboat, as a second home, and work toward expertise as a couple in our skills to enable a long-term cruise after retirement.
5. Community service, after completion of master's work.

EDUCATIONAL PLANNING

You have written your **Goals Paper**, listing your personal, career, and educational goals. But just because you write your goals, that does not guarantee they will happen. One accomplishes goals by making plans and working to carry out those plans. One cannot be successful without these three components: 1) setting goals; 2) making plans; and 3) taking action. Goals are your destination. It is where you want to end up. Plans are the road map for progress to guide you to your destination.

Planning is more than just a list of things to do; it is a process. Rivera (1983) suggests that planning involves the following tasks:

* specifying one's personal and professional goals and objectives
* identifying personal and professional opportunities, resources and strategies (or creating them as need be)
* Setting target dates for accomplishment of objectives - i.e., professional-involvement, continuing-education, and organization objectives
* specifying evidence of accomplishment in some record, file, or notebook
* specifying how valid the evidence is, i.e., how has it been validated and by whom
* consulting with others about your plan
* in implementing the plan, keeping track of the main goals
* evaluating accomplishments periodically, at least every six months
* reviewing and setting new goals following every evaluation and/or self-appraisal

There are always several ways to achieve your goals. The planning process allows you to pre-test the alternatives, mentally trying them out. By doing this, you can develop the plan that works best.

Also the plan helps you stay focused on achieving your goals. By writing down your plan you have a road map to which to refer. You actually have visual evidence that you are making progress.

The planning process can help you identify obstacles to your achieving your goals. Obstacles come in all shapes and sizes: lack of money, lack of time, lack of confidence, illness, lack of support, inflexible hours, community responsibilities, family responsibilities. If you identify possible obstacles in advance, you can plan how to dissolve them before they stop you from accomplishing your goals.

Planning alone does not insure success. You can spend so much time developing the perfect plan, you never actually <u>do</u> anything. You have to develop your plan and then you have to implement the plan. It is only when you implement your plan that you will move towards accomplishing your goals.

As you begin to do this, you learn as you go. There is no more powerful teacher than experience. As you implement your plans, you sometimes have to adjust your timetable and deal with detours. Don't despair. Everyone has obstacles and unexpected opportunities to deal with. Use your goals and your plan as a way to re-prioritize, and develop contingency plans to accomplish your goals. When you encounter an unexpected detour on the way home, you wouldn't consider staying there in your car

until the road was repaired. When faced with a roadblock in your plan, don't feel you have to abandon your goals. Just look for an alternate route.

Preparing an educational plan will help you achieve your academic goals. As an adult student, you realize the importance of education, probably more so than when you were 18; but regardless of how much importance you place on education, it tends to fall third or fourth on your list of priorities. You have to make a living, you have to raise your children, take care of family, and so on. You have to juggle responsibilities and priorities in your lives. If you want a degree, you have to make space for it. An educational plan will help you examine how to do so. The planning process forces you to think how you should proceed.

The forms on the next pages are worksheets for you to use to develop your educational plan. The purpose of this plan is to assist you to achieve your academic goals. As you develop the plan you will decide which degree will help you accomplish your goals. Often more than one degree could help you accomplish what you want; in other words, you may have several alternatives. Developing the educational plan will help you decide which is best and fastest. For adult students, earning the degree quickly is often as important as the subject area the degree is in. Adults have the experience but they need the degree or verification of their credentials to advance in their careers.

Developing the educational plan will insure that you take advantage of all the options and services at Sinclair to help you earn your degree. Sinclair Community College knows adults have special problems and concerns as they return to education: thus we have several programs specifically designed to help adults earn their degree.

The **first step** of your educational plan is to list the courses you have completed at Sinclair or at other colleges and universities. If you have credits at another school, request that an official transcript be sent to Sinclair. When the Registrar receives the transcript, the **Office of Registration and Student Records** will compile a credit transfer report listing the courses Sinclair will accept as transfer credit. Once you receive this report in the mail, make an appointment with an academic counselor to find out exactly how these credits apply towards a Sinclair degree.

EDUCATIONAL PLAN WORKSHEET Date_____

Name _____ Total Credits Needed_____

Degree Program _____ Credit Hours Earned to Date_____

Advisor's Name _____ Expected Graduation Date _____

Courses Completed	Transfer Credits	SCC

Courses To Be Evaluated (Prior Learning)	How will you earn this credit?					Projected completion date?
	Portfolio	Proficiency	CLEP	PONSI	Articulation	

Courses To Be Completed (New Learning)	How will you earn this credit?					Projected completion date?
	CWW	TV Sinclair	ILC	Traditional		

Step two is to look at your degree and list the courses you are going to have evaluated based on your prior learning. Remember, writing a portfolio is not the only method at Sinclair for translating learning into college credit. Other methods are proficiency or challenge examinations; CLEP and DANTES exams; and PONSI and military evaluations. The EBE department has prepared the Credit for Lifelong Learning Systems Document to guide you in selecting the best method to use. A copy is on file in the LRC and the EBE office.

Note that the Educational Plan Worksheet forms ask for a projected completion date. Set up a timetable for completing the evaluation of courses. You will want to take courses and work on the evaluation of your prior learning at the same time. Make use of quarter breaks and summer holidays to work on portfolios when classes are not in session.

Step three is to list courses you need to complete your degree that deal with new learning. These are courses you know you must take to earn your degree. Again, your academic counselor/faculty advisor will help you clarify just what you need for your degree.

For the courses you must take to finish your degree, you have several non-traditional methods to choose from, as well as the traditional method of attending classes.

TV Sinclair courses are independent study courses intended as alternatives to the traditional method for individuals who have scheduling conflicts and cannot attend class regularly, or who enjoy working independently. Sinclair offers videocassette, audio-cassette, print-based, and television courses through our TV Sinclair program. The courses offered through TV Sinclair are eleven weeks long. There are many to choose from, including such courses as Visual Literacy, Basic Automotive Systems, Introduction to Computer Concepts, Business Law, General Sociology, and Stress Management. This is just a brief sample to give you an idea of the variety available through the TV Sinclair program. More courses are added each quarter. The complete listing is available in the TV Sinclair Office or the quarterly class schedule.

Another option is **College Without Walls**. College Without Walls allows individuals in certain majors to earn their entire degree through an independent, non-traditional format.

College Without Walls is a self-paced adult degree program based on an independent study format, that provides more flexibility in how you earn your degree. The CWW program allows you to earn a degree without taking traditional courses. A "traditional course" is a course for which you attend class at a specific day and time, every week, for an entire academic quarter. The instructor establishes daily and weekly assignments and tests. Many people's schedules do not allow them to attend class in such a regulated manner - or, many people wish to proceed at a faster or slower pace than the rest of the class, or to be more creative in their studies.

College Without Walls allows students to decide where, when, and how to study. The program is designed for working adults who want a college degree but need a more flexible schedule than traditional campus/classroom courses will allow; or for people who want to learn in ways other than in the classroom, through self-directed reading, interaction with practitioners in the field, independent research, case studies, internships, and even volunteer service.

Students who enroll in degree programs through CWW develop a learning contract for each course they take. The learning contract indicates what the course objectives are for that course, what activities they will do to achieve those objectives, and how they are going to be evaluated to determine if they have achieved those objectives. CWW students are learning the same topics as students taking traditional courses. They are just doing so on an independent basis. The Faculty Mentor, which is the faculty to whom the student is assigned for that course, must approve and sign the learning contract before the student can begin to work on that course. Once the work is completed, the student submits the work to the Mentor for evaluation. Students usually have two to three quarters in which to complete a learning contract, rather than the one quarter allowed for traditional or TV Sinclair courses - or, if they wish, they may work at a faster pace and move on to other courses more quickly.

A third non-traditional option is the **Associate of Technical Study and the Associate of Individualized Study** degrees, which we refer to as ATS and AIS. ATS refers to technical subject areas, and AIS refers to non-technical or combined subject areas. These very similar degrees allow students to combine two or more traditional Sinclair subject areas into specially-tailored degree programs, designed to meet their own individual needs. Many students benefit from the flexibility these two degree programs provide. Adults are often able to earn a degree faster this way, but more importantly, they feel they don't have to waste time taking classes they will never use, while having to leave out classes they felt they needed, just because those classes weren't included in one of the standard majors offered at Sinclair. As long as you can justify the combination of subject areas in terms of your job needs or your career goals, that combination may be eligible to be established as an ATS or AIS degree. Degrees have already been designed by students requesting such combinations as: Emergency Medical Services and Communications; Emergency Medical Services and Management; Commercial Art and Drafting; Commercial Art and Marketing; Computer Information Systems and Management; Communications and Marketing; Graphic Arts and Management; and Electronics and Civil Construction.

As you work on your educational plan you will need to consider what your plans are for after you complete your degree at Sinclair. Do you want a Bachelor's degree, and then a Master's degree? If so, you need to think about where you want to go to earn your Bachelor's degree before you finalize your educational plans. Not all the courses taken at Sinclair will transfer to all local universities. We have developed agreements with many area schools, meaning we have designed degree programs to ensure that all courses for a particular degree will transfer to that school, and will fulfill the requirements for the first two years of a four-year degree. Transfer Guides are available from your academic counselor/faculty adviser which detail which Associate's degree to pursue at Sinclair, in order to start as a third-year student at a particular four-year school.

Investing in education is a large expenditure and an investment that lasts a lifetime. Thus, you need to take your time and pick the best program for you. Be as careful a consumer of education as you would be when you buy a house. Talk with people at the school, counselors, faculty and students; check out the school's credentials; visit the school; talk with graduates. Do not be afraid to comparison-shop.

Don't hesitate to investigate non-traditional programs. True, there are some diploma mills offering mail-order diplomas with questionable value, but there are also many excellent <u>legitimate</u> non-traditional programs. More and more colleges and universities are developing <u>adult</u> degree programs, or programs designed to fit the

needs of working adults; and external degree programs, or degree programs that can be completed at a distance. In this area, Antioch University, Capital University, and Wilberforce University have adult degree programs; and Ohio University has an external degree program that can be completed by mail.

John Bear (1988) has an excellent guide for evaluating non-traditional schools. It is called ***Bear's Guide to Non-Traditional College Degrees.***

THE CORE OF THE PORTFOLIO - THE NARRATIVE OF COMPETENCIES

The most difficult part of the whole process is differentiating between what you have **done**, and what you have **learned** from what you have done.

As mentioned earlier, prior **learning** rather than prior **experience** will determine whether credit is awarded. For example: Mary worked as a purchasing agent for 10 years, Tom has been the proprietor of a furniture refinishing business for 3 years, Edna has worked as a dietician in the local elementary school, and Mark has been involved in training managers for the last 5 years. These are brief descriptions of various experiences; they are not statements of competence of learning, and cannot be evaluated for credit.

The primary consideration in evaluation is your ability to demonstrate knowledge and skills expected by department faculty. The academic standards established for existing courses act as the basis for evaluation, and to the degree that you can document your competency with direct relationship to the course standards, credit can be awarded.

Before proceeding any further, remember that you must describe your learning in such a way that it meets the following criteria. Prior learning should:

- **be measurable**.

- **be at a level of achievement defined by the faculty** - that is, you must demonstrate you understand the topics or course objectives at the same level of understanding as someone who has taken the course.

- **be applicable outside of the specific job or context in which it was learned**. Understanding how to use one particular computer software package may not be college-level learning. You can't get college credit just for learning how to play Super Mario Brothers. Your understanding of computers may not go beyond that particular application. On the other hand, you may have a thorough understanding of interviewing, which you can apply to any professional situation, based on your personal experience and independent reading on the subject.

- **have a knowledge base**. Do you know the terminology - specific facts - conventions - trends - principles of that course? Can you relate - list - repeat - name - record - define - recall the specifics of the course?

- **imply a conceptual as well as a practical understanding**. Do you have knowledge of the theories and structure? Can you analyze elements of the subject? Can you analyze relationships? Can you evaluate what you know? (Knapp (1975), Simosko (1988), Whitaker (1989))

Not all of the experiences listed on the **Chronological Record** will have resulted in learning significant enough to meet the above criteria. For example, George has worked as a cook in a fast food restaurant for five years. The repetitive manual skill involved is demonstrable - but is it worthy of college credit? Does it have a knowledge base?

This same person has also been a member of the Board of Directors for his church for five years. As a result of these experiences George learned about leadership skills, financing and communications. These learning outcomes are more difficult to demonstrate, but they fulfill the other criteria for significant prior learning. They have a knowledge base, and imply a conceptual as well as a practical understanding.

The difficult task is to identify and relate prior learning to specific college courses. You have listed your significant life experiences on your Chronological Record. Your next step is to identify and describe the learning derived from these experiences.

The example on the following pages is designed to help you with this process. This worksheet will help you begin to identify what you have learned from your experiences and begin to zero in on matching your learning to specific Sinclair courses.

Using your **Chronological Record** to guide you through this process, briefly complete the information requested on the worksheet. Peg provides an example of how you might complete the worksheet. Once you complete the worksheet, this information will also be helpful as you develop your Competencies because the Competency requires you to discuss the same information listed on the **Learning Experience Worksheet**, only in more detail.

Learning Experience Worksheet

Experience	Time Spent in Activity	Description of Duties, Tasks and Activities	Description of Learning Outcomes and Competencies	Documentation: Can You *Suggest Ways an Evaluator* Can Judge These?
Employment:				
Secretary	5 years	typing, clerical, administrative support	typing, office information	job description job evaluations
Purchasing/Contracting Clerk	2 years	processed purchase orders	purchasing	letters of accomodation
Analysts	4 years	prepared contracts	contract law	sample contract
Contracting Officer	2 years	negotiate contracts	negotiation techniques	letter from supervisor
Chief	4 years	management, trained staff	interpersonal skills supervision, communications	
Education:				
Defense Acquisition Workshop	160 hours		purchasing	certificate
Contract negotiation	40 hours		contract law, negotiations interpersonal skills	course agenda evaluations
Volunteer Experience:				
Volunteer activities with children			organizational abilities	
Taught bowling			instructing presenting ideas	letter from group volunteered for
Recreation:				
Ceramics			organization skills	
Counted Cross Stitch			craft techniques	samples of work awards
Sewing				
Bowling				
Computers			basic concepts of computers	
Awards:				
Worker of the month for hobbies			interpersonal skills	accomodation awards

Professional Reading: EEO Contract Law Management				annotated bibliography
Other: Guest lecture	5 years	Government Contract Law Class	organize ideas presenting persuading	thank you letters program evaluations video of presentation
Other: Counseling	1 year		stress management interpersonal skills	letter certificate from workshop

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Once Peg completed the Work/Learning Experience Worksheet, she focused on the column 'Description of Learning Outcomes and Competencies'. She noticed that she had mentioned purchasing, interpersonal communications, instructing, presenting ideas and organizational abilities several times. Her next step was to examine Sinclair's catalog for Communications and Purchasing courses.

Using the forms on the next two pages, complete your Work/Learning Experience Worksheet.

Learning Experience Worksheet

Experience	Time Spent in Activity	Description of Duties, Tasks and Activities	Description of Learning Outcomes and Competencies	Documentation: Can You Suggest Ways an Evaluator Can Judge These?
Employment:				
Education (non-credit courses and seminars):				
Volunteer Experience:				
Recreation and Hobbies:				
Military Experience:				
Licenses, Awards, Publications:				

Travel:				
Professional Readings:				
Other:				
Other:				
Other:				
Other:				

Now, take another look at your list of learning experiences. Add to it any significant learning you may have omitted that the following list of adult activities might bring to mind:

1) **Work** - include any activity for which you were paid, including military service.

2) **Homemaking** - include those activities related to child-rearing, home maintenance, marriage, etc.

3) **Volunteer experiences** - include internships or apprenticeships without pay, community aid, community activities, political activities, church activities, service organizations, elective offices held without pay, volunteer work in social service agencies, time contributed to supervising youth organizations, etc.

4) **Noncredit courses and seminars** - include in-service training, workshops, clinics, conferences, discussion groups, evening courses, lecture series, television or radio courses, correspondence courses, etc. (for which no academic credit was given).

5) **Recreational activities and hobbies** - include performing in a musical group, acting or working in a community theatre, sports, artistic activities, nonfiction writing, public speaking, nature interest, attending plays and concerts, visiting art museums, restoration of furniture, clothing construction and design, gardening, or any other leisure time activity pursued for the purpose of personal satisfaction and enjoyment.

6) **Independent reading, viewing, and listening** - include any subject areas in which you have done intensive reading for which you have not received college credit, as well as significant articles read, television programs which you have viewed, or radio programs to which you have listened. Significant plays or movies may also be of importance.

7) **Travel** - include study tours, significant vacations and business trips, living for extended times in various parts of the country or abroad, participating as a worker or volunteer in an American sub-culture setting, etc.

8) **Conversations with experts** - list any significant extensive and intensive conversations with experts which you have had since you graduated from high school and which were not related to any activity for which you have already received college or university credit. (Forrest, 1977)

After completing your **Learning Experience Worksheet**, your next step is to use Sinclair's course catalog to examine courses that might match your learning.

As you examine Peg's worksheet, pay particular attention to the "Description of Learning" column. Peg has extensive learning in Purchasing, Management, and Communications. Using Sinclair's catalog, she read the course descriptions for courses in those subject areas and listed the course numbers for courses that might match her learning. She then went to the **Learning Resources Center** and examined the course syllabi for those courses, selecting courses she felt matched her learning.

After completing the preceding worksheet, the next step is to decide whether your learning relates to specific classes taught at Sinclair.

You should begin by searching Sinclair's catalogue, reviewing degree programs and course descriptions. Carefully read each course description, and relate it to your learning experiences. More detailed information about the classes is available in the Learning Resource Center. The LRC has course syllabi, sample portfolios, and some textbooks available for student use.

As you work through this process, you will begin to develop a list of courses you want to include in your portfolio. Your list might comprise three different types of courses for which you wish to be considered for credit:

1) the description of learning that relates to a course that is required for your degree program;

2) the description of learning that relates to a course outside your degree program (these credits might apply toward electives, or they may be "add-on" credits which
appear on the transcripts but are not counted toward your particular degree requirements); or

3) the description of learning for which there is no equivalent course, but for which there is an internship subject area, e.g., Fine Art Internship (ART 270), Management Internship (MAN 270), etc.

Using your learning experience worksheet, Sinclair's catalogue, and the LRC reference materials, complete the course list worksheet that follows.

Check the CLLP Systems Document for specific information about the course. Not all courses can be challenged through portfolio evaluation.

Course List Worksheet

Experience: Samples:	Taught at Sinclair – required for my major	Taught at Sinclair– not needed for major	No Sinclair equivalent – would be internship
1) Guest lecture for Contract Law	COM 211		
2) Chief Contracting Officier	MAN 205		
3) Typing		OIS, 111, 112	
4) EEO Officier			MAN 270
5)			
6)			
7)			
8)			
9)			
10)			
11)			
12)			
13)			
14)			
15)			
16)			
17)			
18)			
19)			
20)			

After identifying learning which you interpret to be college-equivalent or college-certifiable, you are ready to articulate that learning in the form of a "**Competency**." A Competency is a narrative detailing your learning from prior experiences as it relates to a specific Sinclair Community College course. You will prepare a **Competency** for each class for which you hope to receive credit. Your objective is to provide the faculty evaluator with: 1) an explanation of the experiences that have helped you learn about the topics covered in a particular course; 2) an overview of your knowledge about the course; and 3) documentation to verify and support your request.

The **competency** is prepared on a three-column form using the following headings: **Description of Experience; Learning from Experience; and Documentation**.

Name _____ Page _____ of _____

Course No. _____

Course Title _____

Description of Experience	Learning from Experience	Doc.

NOTE: The competency paper is available at SCC Bookstore.

NOTE: If you have a word processing package and a PC, you may find it easier to create your own form, using the appropriate headings.

Column 1 - Description of Experience. In the first column, you will describe your learning experience. The tendency is to write about your experience rather than your learning. You will want to be careful to keep the description of your experience separate from the learning you acquired. The first column of the form is reserved for describing your experience only.

In describing your experience, you should indicate:

1) where the learning took place;

2) when and for how long the experience lasted;

3) your job title;

4) your job's major responsibilities (limit yourself to a brief description);

5) the number of people supervised, if you were in a supervisory role;

6) a description of seminars and workshops you attended;

7) titles and authors, as well as publisher and copyright date, of books and articles which were helpful to you; and

8) any description that will help an evaluator to better understand the circumstances of your learning.

Column 2 - Learning from Experience. The learning from your experience should be specified as precisely as possible in the second column of the Competency form. The learning should be clearly defined and expressed. It should relate to the specific courses for which you wish to demonstrate competence.

To relate your own learning to a specific course, you should refer to the syllabus for the course, on file at the reference desk in the Learning Resources Center. (NOTE: A copy of the course syllabus must be included in your portfolio.) Pay particular attention to the learning outcomes expected for that course, comparing them to your own learning. Use the learning outcomes to help organize your description of competence. You may not wish to purchase the assigned text for the course at the Bookstore, but a review of the chapter headings found in the text may help you become familiar with the content of the course. Sinclair's reference librarians can help you locate an equivalent textbook if you feel it would be helpful.

The primary criterion for award of credit is your demonstration that your learning is comparable to the learning outcomes defined by the faculty in their course syllabi. Since theoretical learning is often not at required levels despite impressive practical learning, and since learning from experience is seldom identical to what is expected in a classroom, you may find that you are strong in most of the major course outcomes, but weak in one or two others. In this case, you should attempt to do some individualized study to develop learning in the weak area or areas. Any additional readings, essays, or projects you do should be described in the **Competency**, placing the products of your individualized study activity (i.e., annotation of chapters of a text you have read; essays; projects; etc.) in the Documentation section of your portfolio.

The following are suggested "**learning terms**" you might utilize in the Learning From Experience section, to help you differentiate your experience from your learning:

I learned	I became aware of
I acquired this knowledge	I was required to learn
I gained this insight	I was trained
I developed the skill of	I became acquainted with

___ was instrumental in my learning

The following are samples of learning statements which have been used to introduce learning sections, and may serve to help you get started (it is important to personalize your portfolio by the use of the word "I"):

* I learned to prepare all financial statements for a small business.
* I learned that one of the principles of effective public speaking is to know your audience.
* I became aware of the six different leadership styles, and which style works best for me.
* I learned the basic configuration of a computer system.
* I was required to learn the operating system for the IBM S34.
* I learned the importance of goal setting and planning in order to improve the operation of the department.

Those experiences that did not lead to learning, are not documentable, or are unrelated to the course you are requesting should not be included in the sections of the portfolio that will be evaluated. Learning that satisfies the criteria should be stated clearly and concisely.

Since you are writing a **Competency** to request credit for a particular class, it is important that the **Competency** only focus on the course objectives for that class. Your learning experiences will seldom match the learning objectives for a class in exact order. You will need to organize your competency to cover only the course objectives for whichever course you are describing at the time. For example, Ron was manager of a human resource department for a large organization. He had extensive experience in both Management and Communications. He was able to write three Competencies (two for Management courses and another for a Communications course), separating his experiences to match the course objectives for each course.

The following are examples of how Ron related his learning to course objectives. Here are three different courses, with one learning objective described for each course:

MAN 225 - Human Relations in Supervision

Objective: Differentiate between the various modes of motivational behavior with emphasis on the theories of Maslow and Herzberg.

Experience: Attended Air Force Noncommissioned Officer Academy at Robins Air Force Base, Georgia. The course consisted of 253 hours of classroom instruction.

Learning from Experience: I learned in the NCO Academy that a person's behavior is a person's way of acting. Individuals behave according to their own nature and thoughts. Their behavior is simply a reaction to a situation. Their attitudes, values, environment, their way of life, their association with people and their job assignment affect their behavior. According to Abraham Maslow, man's behavior is directly related to satisfying his physiological and psychological needs.

A. Physiological needs are:
   1. Food
   2. Water
   3. Rest

B. Psychological needs are:
   1. Safety - to feel safe from danger and pain
   2. Belonging - to be a part of the group or organization
   3. Self-Esteem - to feel worthy and respected
   4. Self-Actualizing - to become all he or she can be potentially

MAN 226 - Supervisory Personnel Management

Objective: Formulate opinions concerning employment discrimination and less advantaged persons.

Experience: From July, 1982, until the present I have been a Project Supervisor in Manpower Standards Development. I am responsible for developing Air Force Engineered and Statistical Manpower Standards which covers 75,000 authorizations.

Learning from Experience: In conducting Air Force Studies, the Equal Opportunity Program plays a big part. I have learned to show equal opportunity and treatment for all the Air Force members.

COM 211 - Effective Speaking I

Objective: Explain the seven important elements of effective listening.

Experience: I attended the Air Force Technical Instructor Course at Sheppard Air Force Base, Texas, in 1980. Each student was required to prepare and present three ten-minute speeches.

Learning from Experience: I learned how to be an effective listener by applying the following principles:

A. Being prepared to listen both mentally and physically.
B. Taking the responsibility for comprehending by comparing what is being said to similar experiences.
C. Listening to understand rather than to relate.
D. Controlling the emotions by watching out for trigger words and not letting annoying mannerisms detract from what is being presented.
E. Listening for main ideas rather than the minute details.
F. Being mentally agile by concentrating on what is being said.
G. Taking notes to remember the main ideas.

Ron now adds the rest of the objectives for each course, until he has met all the requirements for the courses he is challenging.

Column 3 - Documentation. Important components of each competency are references to the documentation you have acquired in order to verify the description of your learning. These documents make up the final section of your portfolio and should be referenced in the third column of each competency. (The next section of this Guide contains details about documentation.)

As with any type of writing, before you write the competency you need to develop a plan for presenting your experience and learning. You will need to decide what experiences you wish to include in your competency, what objectives you want to discuss with specific experiences, and in what order you want to present your ideas.

Keep in mind why you are writing the competency, and for whom you are writing it. You are writing the competency to request credit for a specific SCC course, explaining how you have acquired learning in that course area (**Description of Experience**), and what you have learned about the course objectives (**Learning from Experience**). You are writing the competency for the faculty member who is evaluating whether you have learned the same course objectives he or she is trying to convey to the traditional classroom student.

As with any writing assignment you will need to organize your ideas before you begin to write the **Competency**. The worksheet and description of steps on the following pages will help you prepare your first **Competency**.

Competency Worksheet for _____
(course)

Step 1 — Identify Major Learning Objectives (Course Outline)

Step 2 — Identify Experience(s) Relating to Learning Objectives (Chronological Record)

Step 3 — Organize Step 1 and Step 2

Step 4 — Write Competency

Description of Experience	Learning from Experience	Doc.

Step 5 — Documentation

Step 6 — Revise

Steps for Writing a Competency

Step 1 - Identify major learning objectives.

After selecting the course for your first Competency, you need to carefully review the course objectives. (You will find this information in the course syllabi on file in the Learning Resources Center.) You may find it helpful to list the course objectives on the worksheet in your own words. This will help you understand what the faculty evaluator will be looking for. It will also help you focus on gaps in your learning which you may need to review.

Step 2 - Identify experience(s) relating to learning objectives.

The next step is to determine what experiences helped you learn the course objectives listed in Step 1. Review your Chronological Record and list the experiences under Step 2 of the worksheet. It is usually difficult to determine exactly when you learned something. Examine your experiences and decide which experiences will help you best explain how and what you have learned.

Step 3 - Organize Step 1 and Step 2.

By collecting the information for Step 1 and Step 2, you have the basic components of the Competency. However, they appear as two separate lists: 1) the course objectives, and 2) your experiences.

Before you can write the competency you need to ask yourself how you will merge Step 1 and Step 2 together, i.e., what experiences are you going to use to discuss which course objectives? You do not need to discuss objectives in the same order presented on the course outline. Rarely do we learn from experience in textbook order.

The most common way to merge the two lists is to use your chronological order of experiences, fitting the objectives to the experience. Usually you will not be able to make an exact match with your experiences and the course objectives. You will need to decide which experiences will enable you to discuss your learning to its best advantage.

Chronologically is not the only way to organize your competency. You may have another idea more effective for demonstrating your learning from experience. The important point is to look at the information in Step 1 and Step 2 and decide how you will match the two lists. Develop a strategy for writing your Competency; otherwise, you will find it difficult to get started or you may find that you tend to ramble and repeat yourself.

Step 4 - Writing the Competency.

You are now ready to use the 3-column **Competency** format to write your **Competency**. Keep in mind that the information you listed in Step 2 should be discussed in the "**Description of Experience**" column, and the information you listed in Step 1 should be discussed in the "**Learning from Experience**" column. The format is designed for the faculty evaluator to read first about your experience and then about the associated learning, and to review the appropriate documents, moving back and forth between the columns.

Step 5 - Documentation.

Documentation is discussed in detail in the next section of this Guide.

Step 6 - Revise.

After preparing the worksheet, you are ready to prepare the competency in its final form. As you review your worksheet, ask yourself:

Have I covered the course objectives?

Have I explained my experiences clearly enough for the faculty evaluator to understand the situation?

Have I organized my experiences and learning so that the faculty evaluator can easily follow along?

Have I separated my learning from my experience?

Am I being clear and concise?

Am I leaving too much for the evaluator to assume?

Am I repeating myself too much?

The following pages are an example of how Peg used the worksheet to develop a **Competency** for Effective Speaking I (COM 211) and Effective Speaking II (COM 212). You can use the worksheet on pages 58 and 59 to begin to prepare your competency or you may find using notebook paper like Peg has done works better for you.

STEP 1 - IDENTIFY MAJOR LEARNING OBJECTIVES FOR THE COURSE (COM 211 AND 212)

After reviewing the course syllabus and textbook for COM 211 and COM 212, Effective Speaking I and II, Peg developed her own list of topics for the course:

1. Components of a Well-Organized Speech
   - *Selecting an Interesting Topic
   - *Thesis Statement
   - *Organization of Material
   - *Ending Speech
2. Important Elements of Listening
   - *Setting Listening Goals
   - *Focus on Important Words, Phrases, Ideas
   - *Non-Verbal Feedback
3. Ways to Establish Rapport with an Audience
4. Entertaining Speech
   - *Selecting a Topic
   - *Organization of Speech
   - *Presentation
   - *Critiquing the Speech
5. Informative Speech
   - *Selecting a Topic
   - *Research
   - *Organization of Speech
6. Persuasive Speech
   - *Planning
   - *Developing Persuasion
   - *Techniques in Changing Attitudes

STEP 2 - IDENTIFY EXPERIENCE(S) RELATING TO LEARNING OBJECTIVES

Next, Peg reviewed her chronological record to determine what experiences helped her learn about the topics she listed in Step 1.

Assisted with briefings
Organized training class
Workshops - gave classroom presentations and critiqued others
Contract administrator and negotiator
Testified in court
AFIT guest lecturer
Supervisor
May 1990 presentation

STEP 3 - ORGANIZE STEPS 1 & 2

Peg had gathered the basic components of the competency. Next she had to merge the information from Steps 1 and 2, matching experiences with course objectives.

Secretary

* Organization of presentations
* Presentation skills
* Listening skills

Training class

* Research material
* Organization of ideas
* Presentation of ideas

Classroom

* Developing persuasion skills
* Organization
* Non-verbal communication skills
* Use of humor
* Listening skills

Contract administrator

* Listening skills
* Overcome nervousness
* Presentation techniques

Supervisor

* Informative speeches
* Established rapport

STEP 4 - WRITE THE COMPETENCY

On the following pages you will find the completed competency.

TIPS: Underlining key words or listing the course objectives in large type followed by a discussion of your learning can improve the overall organization and readability of your competency. It helps you organize the competency and shows the faculty evaluator that you are focusing on the course objectives.

Make sure you double-space between paragraphs to improve the readability of the competency.

Name _____ Page 1 of 5

Course No. COM 211 & 212

Course Title Effective Speaking I and II

Description of Experience	Learning From Experience	Doc.
From 1970 to 1975, I worked as secretary in the Procurement Projects Division, Headquarters Air Force Logistics Command. One of the primary missions of the division was to coordinate and present briefings on AFLC programs as they went into the procurement stage to the AFLC commander and staff. These briefings were conducted when the total dollars to be expended would exceed 5 million, and occurred during the time that I worked there about 3 times per month. My job was primarily as an aide; I was to assist the briefing team in any way necessary, to revise or create audiovisual aids, to prepare and edit the briefing scripts, and to attend the preliminary dry runs to handle the audio-visual aids or to take notes on the proceedings.	While I was not involved in the briefing process as a briefer, I learned much from my participation and involvement in the preparation. A primary mode of learning for me is observation of what is going on and how people react to it. In this position I was able to get a close-up view of how high level staff personnel (Air Force colonels and generals, and high grade civilian managers) reacted to the briefings given to them, and be involved first-hand in the discussions and critiques which occurred during the dry runs. After some time on the job, I was consulted frequently on my opinion on the content, clarity, and composition of the visual aids, and on the delivery of the briefing. Through the constant involvement in this process, I learned the use of listening skills, and was trained to observe the organization of the briefing, and the audience reaction to it as an integral part of my function as a member of the team.	A
In 1976, I organized training classes for a group of women who were clerical employees and wished to move from those positions into jobs with more potential for advancement. In order to do so, they were required to pass a test called the Professional and Administrative Career Examination. I reviewed the material, planned the curriculum, and convinced various managers with skills in the areas we needed to know to teach the classes. I took on the task of teaching the unit needed on vocabulary.	I learned how to develop needed research material for an informative presentation. I selected the topic, and then set out to learn how I could teach both myself and the other women who wanted to pass the test what we needed to obtain a good grade, as the better we did, the higher we would appear on the promotion list. To learn, I talked to people who had taken the test, obtained from the personnel office copies of old tests, went to the library to research ways to increase your vocabulary, and spoke with several English teachers (including my mother) about my goals. They taught me the value of root words, and suggested techniques I could use to teach and learn. Once I completed the research, I put together a presentation which I	B

Description of Experience	Learning From Experience	Doc.
	used weekly for six months to increase vocabulary skills. I became aware of the seven steps provided in the course syllabus for COM 211 during that research and have continued to use them in the preparation for other presentations throughout my career. These steps are to perform preliminary research; use the library, or other resources; scan material; take notes on the material; be sure it is authentic material; and to interview persons who have information that you may be able to use. I developed this skill by trial and error in response to a need to learn how to communicate effectively.	
During 1978 and 1979, I attended the Management of Defense Acquisition Contracts and the Defense Contract Negotiation Workshops. In these courses, we prepared for and conducted classroom presentations. We critiqued each other's presentations as well as our own.	The purpose of the courses was to teach the students basics about Government contracting, and I learned to participate in negotiations, which are a form of effective communication, that is critical and constant in my job. I was taught the importance of adequately developing and organizing my material, and the necessity for locating what I needed quickly during the process of presenting my position. Heavy emphasis on clarity and a logical flow of information behind the presentations made by the other teams, and interpret their position from what we heard and the non-verbal data we could gather. As a result of the critiques, I learned some ways to use humor to get the attention of the audience and cause my adversaries to relax, let down their guard, and get my message in during negotiations.	C

Name _____

Course No. COM 211 & 212

Course Title Effective Speaking I and II

Description of Experience	Learning From Experience	Doc.
From 1979 through 1985, I held various positions with the Air Force. I was a contract administrator, a contract negotiator, and a contract termination specialist. All of these positions involved extensive public speaking.	Through repeated experiences in the performance of my job, I experienced learning in the form of on-the-job training and by learning from my mistakes. I prepared visual aids when needed to do a better job of making the message clear. I was able to learn quite a bit from observation of other administrators' presentations and in my position as a contract negotiator, I learned much about effectively presenting material and working an audience by what was done to me! Each negotiation presented educational opportunities in the field of effective speaking. My listening skills grew, as did my ability to critique my own performances. In negotiations, the critique is obvious in how well you meet the goals set prior to the start of the session. In my position as a termination contracting officer, I was faced with a need to be a witness under oath in court as part of my job duties. I learned how to manage my behavior under stress and speak clearly in a courtroom situation. I learned how to overcome nervousness, and get my point across even under intensely hostile conditions. As a result of repeated experience on the witness stand, and the opportunity to review written transcripts of my input, I learned to speak clearly, without the use of abbreviations or words such as "hum, ummh, uh," on the record. I also learned to speak in complete sentences, complete thoughts, and thus create a complete record of my testimony which gave credibility to the testimony given.	D
As a contract administrator, I was responsible for leading meetings and instructing other government personnel in their responsibilities. I used slides, viewgraphs, and flip charts as visual aids.		E
As a termination contracting officer, I was required to testify in court on behalf of the Air Force on a frequent basis.		F

Description of Experience	Learning From Experience	Doc.
During 1985, I was promoted to a supervisory capacity.	As a supervisor, I learned quite a bit about effective public speaking. I have held staff meetings to pass on information to my employees at least monthly since 1985. Each	G
Through 1990, I have held three supervisory positions, with the most recent being a second level supervisory position with 5 subordinate supervisors and 55 employees.	one is an opportunity to better educate myself on how to effectively communicate my message. I have many employees as teachers. If I miscommunicate, I learn about through the resulting errors in their work rather quickly. If my delivery is mediocre, so is the result. Should my audience become sleepy, or obviously disinterested, I have learned techniques such as moving around the room, varying the volume and tone of my voice, and adding enthusiasm for the subject matter to my presentation.	H
As a recognized "expert" in the Air Force on the subject of contract terminations, I was invited by the Air Force Institute of Technology to become a guest lecturer on the subject to their Contract Law and Advanced Contract Administration Courses.	The guest lectures which I do for the Air Force Institute of Technology have been a lot of fun for me. In 1987, I was asked to make a videotape for use when the contract law course is given in locations other than their main campus on the base. I have received much positive input on my presentations from students in contracting all over the country. The course is mandatory for all GS-9 or higher level acquisition and contracting employees in all branches of the Defense Department, so I've had a fairly wide audience. I have learned to vary what I present as a result of the input I receive, which functions as further critiquing of my speaking.	I

Name _____

Course No. COM 211 & 212

Course Title Effective Speaking I and II

Description of Experience	Learning From Experience	Doc.
In my career field, a movement is underway to require a degree for progression, and the House of Representatives is working on legislation which will set educational standards for positions such as mine that will end promotion potential for myself and other people (mainly women who started their careers as secretaries) without college degrees.	Since the course material for Advanced Public Speaking requires a final speech activity for 50% of the grade, I offer as my project a presentation which I researched, prepared, and presented in May 1990 to five staff members of the House Armed Services Committee entitled "The View from the Bottom." I believe the presentation provides evidence of my ability to prepare visual aids which are appropriate to the speech, use logic to draw the audience into areas I wish them to consider, and was executed using humor and facts to effectively meet an important personal goal. As a result of the briefing, I will likely have an opportunity to testify before a joint session of the House and Senate Armed Services Committee in the fall. I am willing to give the presentation for a class or faculty to obtain credit for my learning.	J

WRITING AN INTERNSHIP COMPETENCY

The previous section discussed how to write a competency for a particular course, i.e., direct course credit. You may also want to write a competency requesting internship credit. Earlier in the Guide we defined internship:

> **Internship Credit** - Credit requested for learning which is not specifically course-related, but is college-equivalent, possessing value in and of itself and contributing to the personal or career development of the learner. To be eligible for this credit award, the student must demonstrate equivalency of the learning to that accomplished by traditional students enrolled in college-sponsored co-op experiences.

The chart on the next page lists the subject areas for internship available at Sinclair Community College.

You may better understand what internship credit is if we briefly discuss Sinclair's **Cooperative Education** (Co-op) program. Cooperative Education is a college-level individualized program that provides students with an opportunity to apply classroom learning in a work situation. The role of Cooperative Education is 1) to integrate classroom learning with a well-planned and supervised work experience; 2) to provide career orientation and guidance; 3) to provide expanded learning experiences related to chosen career goals; 4) to gain work experiences related to chosen career goals; and 5) to explore career opportunities.

Sinclair has had an active Co-op program for many years. Students are placed in jobs that relate to their major area of study. While working on the job and being supervised by the employer and a faculty person, the student establishes learning objectives and earns internship credit. A co-op job is a very valuable learning experience for students with little or no work history. It gives students the opportunity to better understand the career field they have selected, and it relates classroom theory to actual work experiences.

In many degree programs, Sinclair Community College has incorporated internship credit into the course of study. In the Associate of Applied Science degrees in Business, for example, nine (9) credit hours of internship are part of the degree requirements.

As we developed the **Credit for Lifelong Learning Program**, we realized that internship credit might also be an area in which students could receive credit based on prior work/learning experiences. In order to do this, you would write a competency in the same format we have just discussed.

The difficulty is that there are no pre-established course objectives for internship credit. Each internship is a unique learning experience for a Co-op student, based on the learning objectives he establishes for himself each quarter, in conjunction with his faculty and supervisor.

It may not be readily apparent, but the fact that there are not pre-established objectives is to your advantage. It is your opportunity to discuss your learning without the need to match your learning to specific topics.

ESTABLISHED INTERNSHIP SUBJECT AREAS

PROGRAM/DEPARTMENT	PROGRAM/DEPARTMENT
ACC 270 – Accounting	INS 270 – Insurance
ARC 270 – Architecture*	INT 270 – Industrial Training*
ART 270 – Fine Art	ITE 270 – Infant/Toddler Education*
ARV 270 – Commercial Art	JOU 170 – Journalism*
AUT 270 – Automotive*	LAP 270 – Legal Assisting*
AVA 270 – Aviation	LAS 270 – Labor Studies
BAN 270 – Banking	LAW 270 – Law
BIO 270 – Biology	LEP 270 – Police*
BUO 270 – Business Ownership	MAN 270 – Management
CCT 270 – Civil Construction*	MAR 270 – Marketing
CFE 170 – Child and Family Education	MAR 291 – Retailing I
CHE 270 – Chemistry	MAR 292 – Retailing II
CIS 270 – Computer Information Systems	MAR 293 – Retailing III
COM 270 – Speech	MET 270 – Mechanical Engineering*
COM 275 – Forensics*	OIS 270 – Secretarial
COR 270 – Corrections	OIS 285 – Medical Secretarial*
CRU 270 – Credit Union	PED 270 – Physical Education*
DRT 270 – Drafting*	PET 270 – Packaging Engineering*
EBE 270 – Experience Based Education*	PLS 270 – Political Science*
ECE 270 – Early Childhood Education*	PSY 270 – Psychology
ECO 270 – Economics	PUR 270 – Purchasing
EER 270 – Electronic Repair*	QET 270 – Quality Control*
EET 270 – Electronic Engineering*	RES 270 – Real Estate
EGR 270 – Engineering*	SAV 270 – Savings and Loan
GRA 270 – Graphic Arts	SOC 270 – Sociology
HAS 270 – Handicapped Services*	TRA 270 – Traffic and Transportation
HMT 270 – Hospitality Management	VOL 270 – Volunteer Management
IET 270 – Industrial Engineering*	

* You must have approval of the department chairperson before requesting evaluation for these Internship areas

Internship competencies will be evaluated based on whether or not your learning experiences are equivalent to what our Co-op students are learning as they participate in Co-op work experiences.

You can use the steps we previously discussed to write your internship competency. However, you will need to modify Step 1 because **THERE ARE NO COURSE OUTLINES AVAILABLE FOR INTERNSHIP COURSES**. You need to select a subject area for your internship, e.g., Management, Marketing, etc., and develop your list of topics as you think of what you have learned about a particular subject area from your experiences.

For example, Bill has been in sales for fourteen years. He has decided to write a Marketing internship competency, discussing such topics as developing a list of clients, sales promotions, the role of the salesman in an organization, presentations and product knowledge. Pam has worked in retailing for eight years. She, too, is writing a Marketing internship competency, but she is focusing instead on retailing, buying, merchandising and advertising.

Your portfolio faculty and your academic advisor can help you decide if you should write an internship competency.

On the following pages you will find **two examples** for Management internship competencies. The individuals are discussing what they have learned about management from two very different types of learning experiences: one as an assistant pastor of a church, and the other as a team leader in a factory. While undergoing very different experiences, both individuals learned a great deal about management.

MAN 270 — MANAGEMENT INTERNSHIP COMPETENCY — SAMPLE #1

Description of Experience	Learning From Experience	Doc.
19XX–19XX — Assistant Pastor of United Christian Center. My assignments were many. I supervised the Children's Department which included ages from 3 to 12 years old. That divided into, 5 or 6 classes, depending on total number of children. Usually we totaled about 45. This gave me a teaching staff of about 6. I also was involved in Kids Crusade meetings and at present we have 6 Kids Clubs in different areas of the city. I also organized and assisted in the planning of promoting banquets, annual youth camps and various youth functions. I helped to manage the kitchen which included planning the menu, purchasing the supplies, and staffing the kitchen to feed 300 people, 3 times a day.	I learned that theory X says man is basically undisciplined, hates work, and must be made to work — that he must be watched closely and even threatened in order to get work out of him. I disagree with this way of thinking. I learned that theory Y says man is anxious to work; that he will exercise self-direction and self-control when working for objectives to which he is committed. Man wants to be motivated and to be a part of something. I agree with this. I learned that man is creative if he is given a chance, challenged and motivated; that he has a potential for growth; and that through good management he will be a meaningful worker. I learned that a manager who builds team and trust as theory Y suggests makes for an excellent boss. I became aware that you must set goals, both individual and group incentives. I learned that according to Maslow, man has basic needs such as food, water, and rest. After these come the need to feel safe, the need to belong, the need to feel worthwhile, and the need to become all he can. I became aware that to be effective and efficient you must develop a good training program. I learned that this increases the level of performance. That training molds attitude and makes for better cooperation and loyalty.	B N

Description of Experience	Learning From Experience	Doc.
	I learned that staff morale is vital and that one bad apple can spoil the whole barrel. I became aware of the need to be strong and in command of myself as a leader. That a good leader leads, is not like a dictator who drives and oppresses. I learned that as an administrator I must steady the ship and follow the plan to a finish. I learned very early in life that there is always someone above you and maybe someone below you in rank, so the Golden Rule is good to remember at all times. I learned that we all want fair and humane treatment. I learned to keep abreast of the laws that protect unfair and wrong doings. I daily read the book of Proverbs which teaches us very well how to treat one another, employee and employer. I learned that man's skills grow and mature with proper training and study. I learned the value of goals and that in order to reach them you need to build teams made up of those who will join you and work to achieve them. I learned that proper organization makes for a more effective work force. That sure planning means proper direction and choice. A verse in Proverbs 24:3 L.B. says, "Any enterprise is built by wise planning, becomes strong through common sense, and profits wonderfully by keeping abreast of the facts." AMEN.	

Description of Experience	Learning From Experience	Doc.
In 19XX I was appointed Associate Pastor of the United Christian Center. My duties now included planning of special days, programs, music ministry, and organizing and planning of them. I set up a tape ministry and also a lending library. I planned and spoke on daily radio broadcasts. I am still the Associate Pastor and function in whatever ministry I'm needed most. I'm still learning every day the value of people. People and their needs are our business. I perform weddings, and sometimes I'm called upon to plan the reception. I am also the Music Minister. I must see to it that all the special music is in order. I direct the music to see that an appropriate program comes forth on Sunday. I manage the office in a way that pleases the Pastor and makes for effective ministry.	I learned that you cannot function properly without the right staff. That the personnel department must continually be upgrading their practices and benefits. If you take care of people and treat them fairly, they will take care of you and be productive in their work. I learned to be aware of problems. To look at the situation wisely and then to appraise and seek the counsel of others before making a judgement. I learned the value of including others in my plans. That I must not stretch myself too thin and to realize that I cannot please everyone. I learned that if my attitude is right and I honestly have done my homework that I will make a good decision. I learned that I need to be a good business person and yet to create a relaxed and open atmosphere to give people a sense of belonging. I developed the skill of communication. I learned to give clear messages. Fuzzy direction causes work to be below par. Proper orders may determine the quality of the goods produced or service delivered. I learned to delegate authority. I learned to follow a plan to the finish. I learned the value of a system when handling facts and data. I became aware that when you work with people, you must see them as... (Continued)	B O

MAN 270 — MANAGEMENT INTERNSHIP COMPETENCY — SAMPLE #2

Description of Experience	Learning From Experience	Doc.
19XX–19XX — Employed at Dayton Tire & Rubber Company as factory worker	I learned the different processes of manufacturing, taking raw material and processing it into a rubber compound used to build the tire, at 850 degrees. I learned how each department would work together to build a good tire and how they had to be on a schedule. I learned how important it is that each tire had to be inspected before it was allowed to hit the road. All repairs and defects had to be corrected before it left the factory.	
19XX–19XX — Union Steward, Shift Steward, and Alternate Division Representative for the United Rubber Workers	I gained good communication skills and listening skills. I would discuss any problems that a union member might have with management or working conditions. I would then present the problem to management and we would try to come up with a solution. If no solution could be reached, I would file a grievance against the company. The grievance would be heard by a committee of union representatives and company representatives. The final decision would be made by this committee. I learned to read and interpret a union contract. I needed to understand the contract in order to file any grievance on behalf of the union members.	
19XX — Plant closing of Dayton Tire & Rubber Company	I learned how important it was to keep the morale of my fellow employees up during the closing. I would encourage them always to look on the bright side of life. Always to look forward and not back.	

Description of Experience	Learning From Experience	Doc.
Currently employed as a team leader at Autocon, Inc. Autocon is a warehousing and distribution facility for General Motors Divisions in Dayton. Autocon is based on the team concept. Autocon has been in business for almost two years.	I've learned good communication skills, not only with my team members, other team leaders, and upper management. I conduct weekly team meetings with my team members. In my weekly meetings we discuss problems that we might have, we discuss changes that the company might make in procedures. I inform the team members how the company is doing overall. We also discuss STV sheets, and how the team members are doing on the job. With other team leaders, we discuss what we need to do in order to get the job done. Each day the operations manager conducts a meeting with all the team leaders on his/her shift. I tell the operations manager what I need to get that day's work done. I discuss any problems that I might have with a team member or any suggestions I might have.	A B
Team Leader to 10–12 team members I was responsible for shipping of dunnage back to General Motors Division in Dayton	I understand the importance of listening to my employees' concerns. In team meetings I listen to any problems that a team member might have. If team member doesn't want to discuss problem in the meeting, then I will discuss it on a one-to-one basis. I've learned to manage work assignments for my team members. When a line-up is ready for shipment I will assign a team member to load that line-up on a specified truck or rail car. I've learned ways to help train any new team members. I've got to take the time to assist in the training of a new team member on how the team concept works, company procedures and policies, and the different functions on the 1012 unit. It's very important that the new team member understands the safety rules when operating a forklift.	

Description of Experience	Learning From Experience	Doc.
	I gained knowledge of an inventory control system. This inventory was programmed on an IBM system 36. I would receive this dunnage from assembly plants throughout the United States. Dunnage would be shipped into Autocon via truck or rail car. This inventory system is very important to Autocon, because it gives the different divisions an idea of how much of their dunnage we have on hand.	
	I learned to prepare a receiving report. I would fill in the destination, whether it came in by rail car or truck. I would then enter this information in on the IBM 5291 display station.	C
	I learned how to prepare a bill of lading. I would enter the destination the dunnage would be shipped...	D
	(Continued)	

DOCUMENTATION

Documentation is third-party verification of your learning experiences. It is an essential part of your portfolio. Documentation may be supplied in many forms. Typically it includes:

third-party validation letters
certificates
commendations
newspaper articles
job descriptions, evaluations
samples of work

You will want to select and organize your documentation so that it will enhance your credit request. It is a paper trail to establish the credibility of your portfolio and to lend authenticity to your description of learning experiences (Willingham, 1976).

The types of documents you will need to gather for your portfolio will become more apparent as you identify the courses for which you wish to write competencies. Remember, you are trying to document your learning and not the experiences. The documentation you use for Effective Speaking would be different from what you use to document your learning for Principles of Management. For Effective Speaking you might use an outline of a presentation, certificates from training in which you participated on how to be a trainer, and evaluations of speeches you presented. For Principles of Management, you might include job descriptions, certificates of supervisory training, a bibliography of readings, and work samples.

One form of documentation used frequently by Sinclair Community College students is letters written by people who can verify the students' learning.* The key word is **verification** - not to be confused with **recommendation!** The following examples illustrate the difference between a useful verification letter, and an unacceptable letter of recommendation (which tells the evaluator nothing about your level of knowledge).

* Note: These letters are usually stronger forms of documentation when presented **in conjunction with** other forms of documentation (see Evidence Continuum, pp. ** - **).

Example - Verification - acceptable as documentation

July 20, 1992

Sinclair Community College
444 West Third Street
Dayton, OH 45402

To Whom it May Concern:

This Letter is to verify that Mrs. Mary Doone was employed by the XYZ Company, Tupelo, Mississippi from February 1977 through March 1986 and again employed from October 1986 through October 1987.

While employed at the Tupelo, Mississippi plant, Mrs. Doone held the positions of Programmer, Programmer Analyst, and Project Coordinator. As a Programmer, Mrs. Doone's duties were to maintain existing programs, to write COBOL programs of an elementary nature, and eventually to work in the application programming area, where she developed sufficient skill in the COBOL language to analyze, develop, code, and document major systems. She also learned the Assembler language well enough to maintain existing programs and code programs of a complicated nature.

As a Programmer Analyst, Mrs. Doone was required to work directly with Department Heads and members of the user departments to design and develop new programming systems. This lead to her appointment as Project Coordinator for several major projects, two of which were vital to the company. These were a Division change requiring major changes to all our systems and programs, and our DOS to OS conversion. Mrs. Doone demonstrated her abilities and skill, as both projects were completed within a minimum length of time and with minimal problems. Prior to her promotion to Data Processing Supervisor of our Middletown plant, Mrs. Doone was working with CICS/VS Application programming.

Finally, let me add my personal assessment. Mrs. Doone has addressed all tasks and assignments with intelligence and confidence, and kept the goals and objectives in the proper perspective. Her skills have demonstrated that she has the knowledge and ability to accomplish any task associated with a major Data processing Facility.

Regards,

J. P. McMillin
Data Processing Manager

JPM/sh

cc: XYZ Company, Middletown

Example - Recommendation - inadequate as documentation

April 12, 1992

Sinclair Community College
444 West Third Street
Dayton, OH 45402

To Whom it May Concern:

I am pleased to write a letter on behalf of Mrs. Mary Doone, a woman whom I have known for many years as a trusted and efficient employee.

Mary has always been active, alert, and eager to perform the required tasks of her job. Moreover, she has repeatedly taken on extra responsibilities and handled this extra pressure with ease.

To summarize, Mary has been an invaluable aid to this company. It is her kind of consistent, dedicated effort that makes our free enterprise system a success.

Sincerely,

C. W. Simpson, Manager
Data Processing Division

CWS/cr

This letter is not as strong as the previous one, as a piece of documentation, because it does not discuss any of Mrs. Doone's learning. The previous example indicates that Mrs. Doone understands how to design and write computer programs using the COBOL programming language, as well as having learned how to convert systems from one operating system to another.

As you acquire verification letters, keep in mind the following **guidelines** (Forrest, 1977):

1) The person preparing the statement should have observed you directly.

2) One person may verify more than one of your experiences. The statement should, however, comment directly and clearly on each experience.

3) The letter should describe the learning experience and identify the competencies acquired. The letter should also address the quality as well as the quantity of the competencies.

4) The person writing the letter of verification should identify his or her relationship to you (supervisor, peer, subordinate) as well as his or her qualifications for commenting on your experience.

5) The letter should be written on the official letterhead of the company, organization, or institution with which the author is associated. If it is not possible for the author to use paper with an official company or organization logo or letterhead, a brief explanation should be included in the letter.

6) The letter must be signed.

Since most people have never written the special kind of letter you want as your documentation, you must explain your needs very carefully. The letter and background information on the following pages are designed as a guide which you may wish to use as you contact the people knowledgeable about your learning.

Sample - Letter Requesting Documentation

(Today's Date)

Dear _____ :

As a Sinclair Community College student majoring in _____, I am writing to request that you write a verifying letter for my experience with your organization. As you may know, Sinclair Community College has a stringent process for evaluating and then granting degree credit for prior learning gained through a variety of experiences. To receive credit, I am asked to describe my learning and provide verification that such learning has taken place. Evaluation is ultimately the task of faculty persons who are experts in my area(s) of competency.

The letter which I would like you to write is more than a traditional letter of recommendation. This letter should:

1) specify the period of time I worked under your supervision;
2) describe the particular duties that I was required to perform.
3) describe the learning involved in performing these task;
4) evaluate my general level of performance.

This letter is a difficult one to write and, accordingly, I am enclosing background information about my work under you and certain other information which may be helpful to you in writing it. Since the letter may be considered in my evaluation for academic credit, the contents will be carefully scrutinized.

The letter should be directed to Sinclair Community College, To Whom It May Concern, but it should be mailed directly to me. If you have any questions about this letter or would like any further information, please call me at ____(phone #)___. I would greatly appreciate it if you would send this letter to me by ____(date)___. I wish to express my thanks for your support and assistance in this matter.

Sincerely,

Mary Smith

(The following should accompany the letter, on a separate sheet.)

BACKGROUND INFORMATION

Employee Name: Mary Smith

Date of Employment: 1) April, 19XX through September 15, 19XX
2) November 15, 19XX through December 24, 19XX

Occupation: Assistant cashier and Assistant Bookkeeper

Duties: Cashiering, operating an NCR bookkeeping cash register; recording sáles and purchases in journals; tagging of inventory as to retail coding; price and location storage; light typing; filing credit applications from customers and processing credit applications through credit check points.

Learning Experience: I learned the basic accounting procedures for books of original entry via hand posting, retail inventory processing and mark-up. I learned the procedures for taking credit applications and calling for credit experience and line credit available to the customer.

I learned to service customers within the store if regular sales persons were busy; I attempted to qualify customers as to merchandise and price range, and occasionally filed credit information in advance, leaving the customer completely prepared for a salesperson.

I became familiar with the general public and their varied tastes and personalities. I learned very quickly that a great deal of tact is required in doing business with people.

Overall, I learned a great deal about the retail jewelry business.

Acquiring letters which document your learning from experience may take longer than you would expect. Sometimes several contacts are necessary before a letter is secured. For this reason, it is important to keep track of when you make contacts in order to follow up your requests and insure timely receipt of documentation. Then, if several weeks pass and an answer has not been received, there is still time to make additional inquiries by mail, by telephone, or in person.

Some employers prefer to send documentation directly to the College. In that case, please use the following address:

Office of Experience Based Education, Room 6130
Sinclair Community College
444 West Third Street
Dayton, OH 45402

c/o your portfolio faculty (name).

Third-party letters can verify many types of learning, but adult education courses, in-service instruction, correspondence courses, on-the-job training programs, or special institutes or conferences probably need a different form of documentation. You should document your participation in these endeavors by means of transcripts, letters from the sponsoring organization certifying attendance, products of your participation (e.g., tests, term papers, certificates), or a letter from the instructor.

Verification of your participation in a course, and of the course's duration, will be considered minimal documentation. Your documentation will be strengthened if you can provide an outline of content, a bibliography, and an evaluation of your work.

Other excellent forms of documentation are samples of your work. For example, on your job you may have prepared a complex budget, developed a manual for your employees, or written a computer program. These are samples of your work which could be used as documentation.

In other cases, you could use as documentation products you have created while pursuing an avocation or special project. For instance, writing samples, published work, audiovisual presentations, or samples of artwork or photography are verifications of learning.

Whatever forms of documentation you use, keep the following suggestions in mind as you acquire your supporting materials:

1) Many documents for each learning experience are not always necessary. **Quality is more important than quantity**, and over-documentation can actually complicate the review process. After you have assembled all your documentation, you should review it carefully and eliminate duplication or items that do not specifically and directly contribute to supporting your request for credit.

2) Documentation for every learning experience that contributed to a particular skill or competence may not be necessary. Sometimes it is difficult or even impossible to obtain documentation for each experience that contributed to your learning or skills in a particular area. Do not spend a lot of time or energy in trying to dig up ancient history. If the skill in question is one that you have con-

tinued to use and you can provide evidence of its current existence, that should suffice.

3) If products such as canvases, pottery, or machines are to be used as documentation, they could be photographed or reduced to slides.

4) Often items are not easily presented in an 8 1/2" x 11" binder. Rather than trying to include the product in your portfolio, place a photograph or description of the item in the portfolio with the statement **AVAILABLE UPON REQUEST**.

   This is also true of large documents you have prepared, e.g., procedures manuals, computer programs, or training manuals. Rather than trying to include the entire document, making the portfolio extremely awkward to handle in addition to incurring unnecessary duplication expense, include a brief description of the item (possibly a table of contents or executive summary), a copy of the cover page of the document, and the statement **AVAILABLE UPON REQUEST**.

5) You should underline those parts of the documentation relevant to the claimed learning outcomes with a colored pen or highlighter.

6) You should retain originals of any valuable documents such as licenses, certificates, letters, or commendations, and instead use copies in the portfolio.

7) Some of your documentation may be highly confidential and cannot be included in the portfolio. If you can share the information with the faculty evaluator in your presence, then place a brief description of the item(s) in the portfolio, along with the statement **CONFIDENTIAL, AVAILABLE UPON REQUEST**.

In conclusion, remember that the strength of your documentation will be a key element in the evaluation of your learning. At another college, the faculty evaluators of portfolios were asked to rank the various forms of documentation on a continuum, ranging from **Good** (hard, strong, convincing documentation) to **Acceptable** (soft, less convincing, weak documentation). The results are on the following pages. These are the responses of faculty evaluators at another college, not at Sinclair. However, a small sampling of Sinclair faculty evaluators indicated that they generally agree with the rankings.

EVIDENCE CONTINUUM

TYPE OF ACTIVITY	DOCUMENTATION
Work Experience	**Good** * Samples of work produced * Evidence of suggestions adopted * Explanation of tasks performed * License, supported by performance standards for acquiring the license * Membership in, supported by requirements for, membership in professional/trade organization * Scores on licensing exams **Average** (if standing alone) * Job descriptions * Promotion evaluations * Evidence of promotion * Explanation of ranking, rating, or classification system in company or organization * Licenses * Membership in professional or trade organizations **Acceptable** * Awards * Letters of commendation * Letters of corroboration from superiors, peers, clients (without other documentation) * Congratulations on high performance
Military Service	**Good** * Certificates of completion and grades attained in service schools * Work samples **Average** * Service schools attended, courses completed * Military records **Acceptable** * Military separation papers
Community Service Activities	**Good** * Evidence of training undertaken and completed, necessary to achieve the goals and objectives of the service activity

Average

- Any of the acceptable documentation, with verified written description of activity

Acceptable

- Commendations
- Awards
- Newspaper and magazine clippings
- Letters of corroboration from fellow volunteers, clients served, supervisors

Non-College Courses and Training

Good

- Learning outcomes or course objectives
- Evaluation instruments used in the course and grade achieved

Average

- Number of assignments
- Time spent on outside assignments
- Number of didactic hours
- Number of clinical or practicum hours
- Course descriptions/outlines

Acceptable

- Certificate of completion
- Syllabus
- Diploma
- Letter confirming student's enrollment

Special Accomplishments

Good

- Books published
- Lectures given on specific topics, with evaluations
- Writing samples
- Audiovisual presentations

Average

- Copyrights or patents obtained
- Programs from performance activities
- Proposals written

Acceptable

- A list of books read
- Exhibit
- Speeches given
- Conversations with experts

Some learning experiences will be difficult to document for a variety of reasons, such as the fact that "It was so long ago that no one would remember me," or "I had all the information stored in the basement until it flooded," or "The business is no longer in existence and all their records are gone." In cases like these, more recent learning experiences may be better sources of documentation.

In your efforts to document your learning you will gather together a package of documentation to present to the faculty. Not all of your documentation will be "good" as previously defined but in total it will document your learning.

Students can easily get caught up in the process of gathering and submitting documentation, placing more emphasis on this task than on the competency statement or any other part of the portfolio. **Excessive documentation should never be used as a substitute for clear articulation of the learning experiences**.

Remember, your focus should be on quality, not quantity. A few pieces of very strong documentation are much better than a box of poor or inappropriate documentation.

NOTE REGARDING DECEPTION: Periodic checks will be made of documentation. Any incidents of fraud, misrepresentation, or plagiarism will result in a denial of all credit. The College has the authority to withdraw previously awarded credit should it learn of deception.

DOCUMENTATION

The following is a list of Documentation that Peg included in her portfolio for COM 211 and 212.

A – Verification of employment experience - letter from supervisor

B – Verification of PACE study classes - letter from co-worker

C – Placement Data Brief - confirmation of course completion: Management of Defense Acquisition Contracts course, and Defense Contract Negotiation Workshop (4 pp.)

D – Record of reassignment, from Procurement Analyst to Contract Administrator, and position description (5 pp.)

E – Record of reassignment to Supervisory Procurement Analyst, and position description (7 pp.)

F – Excerpt of testimony as witness, from court transcript of proceedings, in connection with job responsibilities as Termination Contracting Officer (13 pp.)

G – (see E)

H – Position description and evaluation report, Supervisory Contract Specialist (6 pp.)

I – Letters of appreciation for talks, presentations (6 pp.); also, videotape of "Practical Terminations for Default" presentation available for evaluator (7 pp.)

J – Script and visual aids for presentation to Senate Armed Services Committee staff in Washington, on job discrimination (22 pp.)

K – Letter of appreciation for testimony before Senate Armed Services Committee staff

ASSEMBLING THE PORTFOLIO

It is important that your portfolio be assembled in a professional manner. The overall presentation of your portfolio could affect the grade you receive for the course being evaluated. Watch your grammar, sentence structure, and use of punctuation. The typing should be neat and easy to read, allowing for a wide-enough margin on the left side for binding. If you are using copies, make sure they are clear and readable. **Take time to proofread your material and correct errors**. Remember, you have only one chance to make a good first impression.

The supplies for assembling your portfolio are available at the Sinclair Bookstore or at other local office supply stores. Each section of your portfolio should be clearly labeled, and the entire document should be enclosed in a binder. (Flat binders are preferred to ringed ones, for mailing purposes.)

The sections of the portfolio should be assembled in the following order:

1) the **cover letter**, which states your name, major, portfolio faculty, credit request, and synopsis of experience (refer to the sample cover letter on page);
2) your **life history** paper, which highlights the important transition stages of your life;
3) your **goals** paper, describing your personal, career, and educational goals;
4) a year-by-year **chronological record** of your experiences since leaving high school, through the present time;
5) each **competency** (in three-column form), which provides concise statements of your experience and learning, related to each particular course request;
6) the **course syllabus** you obtained from the LRC; and
7) the **documentation** for the learning experiences described in the narratives, separated by alphabetical dividers.

Make sure you label the outside of your portfolio. The label should include:

Your Name
Today's Date
Your Academic Major
The Course Requested
Your Portfolio Faculty's Name

Do NOT use **PLASTIC** ringed binders!

Do NOT use **PLASTIC SHEET PROTECTORS** for individual pages!

DO make a COPY of EVERYTHING
before it is submitted to the EBE Department!

Sample - Cover Letter

(Date)

TO: Sinclair Community College

FROM: (**Student's Name**)

RE: Evaluation of Prior Learning Portfolio

MAJOR: (**Student's Major**)

FACULTY: (**Student's Portfolio Faculty**), Credit for Lifelong Learning Program

I respectfully submit my expectation for evaluation of this prior learning portfolio for the following course:

COM 211	Effective Speaking I	3 credits
COM 212	Effective Speaking II	3 credits

Total Work/Volunteer Experience

United States Air Force, W-PAFB, Ohio	28 years

When your portfolio is sent for evaluation, you will need to submit each course request in a separate cover. Each folder includes a Cover Letter and a copy of your Life History, Goals Paper, and Chronological Record.

You may retrieve your portfolio when your evaluation has been completed. The best time to retrieve your portfolio is after you receive your copy of the evaluation form, signed by your evaluator. However, you must keep your portfolio available for one year following the evaluation in case there is a question about your grade. This also allows us to have access to a substantial number of portfolios if needed for review by external agencies (such as the Ohio Board of Regents or the North Central Association of Colleges and Secondary Schools Accrediting Agency).

Note: You may have found it helpful to look at sample portfolios that are on file in the LRC or in the EBE Office. We only use a portfolio as a sample if the individual has given us permission. At the end of your portfolio course your faculty will ask you to indicate in writing if we may use your portfolio as a sample for future EBE 100 students.

THE EVALUATION OF THE PORTFOLIO

When your portfolio is completed and assembled, it is ready to be "**reviewed**" and "**evaluated**." The review is performed by the **EBE Quality Control Review Committee** – a committee made up of people who teach and administer the Portfolio Development course. The Committee's role is to review your portfolio to make certain that it meets the Experience Based Education Department's minimum quality standards. This means that Committee members check your portfolio to make sure that you have covered the criteria established in this Guide. Specifically, the committee will use the following questions as they review your portfolio:

1) Have you separated your experience from your learning?
2) Have you discussed the course objectives?
3) Have you documented your learning?
4) Is the portfolio prepared in a professional manner, i.e., typing, spelling, writing style, neatness, etc.?
5) Have you included all the parts of the portfolio?
6) Is the portfolio correctly labeled?
7) Have you labeled each section of the portfolio, using index tabs?

After the review, the Committee makes recommendations to you about the readiness for evaluation of each of the competencies you have prepared. The Committee will suggest one of several alternatives:

If the Committee says the competency is **Ready**, the competency is ready to be sent to a faculty evaluator.

Revise means the competency should be modified before it is sent to a faculty evaluator, but the Committee feels the revisions will be minor, and the portfolio can go to a faculty evaluator in the upcoming term. You should arrange to see your portfolio faculty person for aid in making the needed revisions.

Unsuitable means the competency is not likely to be favorably evaluated in present form. Do not plan to have it evaluated in the upcoming term; instead, contact your portfolio faculty person for help.

Note: It is strongly advised that you follow the recommendations of the EBE Portfolio Review Committee. If a student chooses to disregard these recommendations, a note will accompany the portfolio when it is sent to the faculty evaluator, advising the faculty of the Committee's concerns.

NOTE: Approval by the Committee in no way indicates that credit is guaranteed for a particular course or internship. Committee approval only indicates that the competencies are ready to go on for an evaluation by an appropriate faculty person. Only teaching faculty have the authority to grant or deny credit for prior learning.

The evaluation of your portfolio will take place next quarter. The "**evaluation**" of your portfolio involves the following steps:

1) You initiate the evaluation process by submitting a "**Portfolio Evaluation Application Form**" with your evaluation fee to the Bursar's Office. Your portfolio faculty or the EBE Office will provide you with the application form when your portfolio has been approved to be evaluated. The evaluation fee is a flat amount based on the number of courses for which you are requesting evaluation at that time.

2) You can submit the Evaluation Application Form at any time during the quarter, but the competency must be ready to be evaluated before you pay for the evaluation. **Evaluation fees are not refundable** if you change your mind later about the evaluation. Contact your portfolio faculty or the EBE Office for specific instructions before submitting an Evaluation Application Form.

   If it is late in the quarter, your portfolio may not be sent to the faculty evaluator until the following quarter (additional delays are sometimes encountered during the Summer Quarter, due to faculty vacations).

3) **Once you have registered and paid for the evaluation**, the Experience Based Education staff sends your portfolio to a faculty evaluator who teaches the course for which you are requesting credit. (Note: There may be a delay if there is no appropriate evaluator available for the course you requested; your portfolio facilitator should notify you of any special circumstances.) The faculty evaluator then begins reading your portfolio. You will receive a copy of faculty assignments memo from the EBE Office, telling you exactly who has received your portfolio and on what date.

3) The faculty evaluator will contact you by phone or by mail to arrange a meeting with you on campus. If you do not hear from the faculty person within two weeks after he/she receives your portfolio(s), please take the initiative and telephone him/her.

4) During your personal meeting with the faculty evaluator, you may be asked to verbally answer questions about your learning; or, the faculty person may ask you to take a written exam (usually you would have advance warning if this is necessary). Or, the faculty evaluator may even ask for a demonstration of your skills (especially in skills areas such as speech, dance, music, computer programming, etc.). In rare instances, a faculty evaluator may return a portfolio evaluation to the EBE Office without asking for a personal interview. If you are in doubt, contact the EBE Office to check on the status of your evaluation, or call the faculty evaluator personally to find out.

5) Either during or soon after your personal meeting with the faculty evaluator, you will know the results of your evaluation. The possibilities are:

   Possibility #1 – You have demonstrated competence, and should be awarded credit for the course requested, for a grade of A, B, or C. (Note: evaluators occasionally will grant Internship credit for a greater or a lesser number of hours than requested, if they feel the demonstrated experience warrants a change.)

Possibility #2 – You have demonstrated competence, and should be awarded credit for a **different** course, other than the one you requested. You must agree to the substitution before this possibility is used, and the faculty must be a qualified evaluator for the alternate course he/she suggests. You would also be awarded an A, B, or C grade for this new course.

Possibility #3 – You have not demonstrated competence, and should not be awarded credit for the course requested. (Grades below C are not recorded on your transcript.)

When the evaluation is completed, and the results have been returned to the EBE Office (Room 6130), you will be sent a copy of the evaluation form. At the time you receive these results, the Office of Registration and Student Records receives the same information, and is instructed to include this information in your permanent record.

Please remember that the faculty evaluator has a responsibility to his/her discipline and to other students who have learned the course material through class attendance. You may receive credit only if there is documented proof that the required learning has taken place. If the learning falls short in any way, the faculty evaluator may deny credit or require some additional academic work to fulfill the course requirements.

Posting of Portfolio Grades

You may need to check with the **Office of Registration and Student Records (226-2736)** to find out when your portfolio grade will actually be reflected on your transcript. Ordinarily, if an evaluator returns your grade to the EBE Office by the ninth week of the quarter, the EBE Office can forward it to the Office of Registration and Student Records in time for it to appear on that quarter's grade report. Any grade turned in later than that would not appear until the following quarter's grade report.

If you are registered for other classes in the quarter your portfolio grade appears, you will receive your portfolio grade at the same time you receive your other grades. However, if you are not registered for any other class that quarter, you would receive your portfolio grades after grades have been mailed for the current quarter, usually two weeks after the end of the quarter.

Mini-Contract

The faculty evaluator may determine that you do not have sufficient understanding of significant portions of the learning objectives for the course. The evaluator may be willing to initiate a mini-contract to help you supplement your knowledge with learning activities. The mini-contract details what you and the faculty evaluator have agreed upon to complete your evaluation.

There is an **additional fee** for this process, since the faculty actually performs two evaluations for the same competency, as well as directing your learning - ask your portfolio faculty for details.

Challenging a Grade

If you feel that you did not receive a fair evaluation, there are specific procedures you can follow to challenge the results. To quote directly from the Sinclair Catalog: "If you wish to challenge a grade you believe is incorrect, you must contact the instructor as soon as possible. **Under no circumstances** will a grade be changed after **two years** have elapsed from the end of the quarter in which the grade was earned." If you are unable to reach an agreement with the instructor and wish to file a grievance, you must follow the guidelines on the following pages (remember, you must express any challenge within two years of the quarter the evaluation took place, or your challenge will be disallowed.)

GUIDELINES ON FILING A GRIEVANCE RELATED TO AN EVALUATION OF A PORTFOLIO FOR DIRECT COURSE CREDIT

1) The grievance, in letter form, should be directed to the Dean of the Division to which the Faculty Evaluator is assigned.

2) A copy of the grievance should be sent to both the Experience Based Education Chair and the Credit for Lifelong Learning Program Coordinator.

3) The grievance must be filed within two weeks of learning of the evaluation judgment.

4) The only basis for a grievance is when a student feels that the description and documentation of learning for a specific learning outcome(s) (as identified in the syllabus) was not adequately considered by the Faculty Evaluator. Grievances will not be considered (and therefore will be immediately denied) unless there is an honest difference of opinion between the student and the Faculty Evaluator about the presence of one or more selected learning outcomes for the course in question.

5) Letters of grievance to the appropriate Dean **must** refer specifically to those learning outcomes in the syllabus (the learning outcomes should be attached to the letter) which the Faculty Evaluator **judged** were not demonstrated and the student wishes to take exception to. Secondly, the student should refer to the specific pages in his/her narrative (i.e., three-column form) which address learning related to that learning outcome(s) and a copy of these portions of the portfolio should also accompany the letter of grievance.

6) **If the Division Dean feels the grievance may have legitimacy** (i.e., that there is a sincere difference of opinion between the student and the Faculty Evaluator over learning outcomes), the Dean will initiate a review of the matter involving deliberation with the Faculty Evaluator involved and the Department Chairperson; the Dean will communicate his/her action on the grievance in a letter to the student within two weeks of the review.

7) Approval of the grievance will result in the assignment of the faculty member to re-evaluate the portfolio according to the findings of the Dean.

GUIDELINES ON FILING A GRIEVANCE RELATED TO AN EVALUATION OF A PORTFOLIO FOR INTERNSHIP CREDIT

1) The grievance (in letter form) should be directed to the Dean of the Division to which the Faculty Evaluator is assigned.

2) A copy of the grievance should be sent to the Experience Based Education Chair and the Credit for Lifelong Learning Program Coordinator.

3) The grievance must be filed within two weeks of learning of the evaluation judgment.

4) The **only** basis for a grievance is when a student feels that the description and documentation of learning was not adequately considered by the Faculty Evaluator. Grievances will not be considered (and therefore will be immediately denied) unless there is an honest difference of opinion, between the student and the Faculty Evaluator, about the presence of the learning in question.

5) Letters of grievance to the appropriate Dean **must** refer specifically to the work-related learning which the Faculty Evaluator **judged** was not demonstrated and the student wishes to take exception to. Secondly, the student should refer to the specific pages in his/her narrative (i.e., three-column form) which address the work-related learning, **and** a copy of these portions of the portfolio should also accompany the letter of grievance.

6) **If the Division Dean feels the grievance may have legitimacy** (i.e., that there is a sincere difference of opinion between the student and the Faculty Evaluator over learning), the Dean will initiate a review of the matter involving deliberation with the Faculty Evaluator involved and the Department Chairperson; the Dean will communicate his/her action on the grievance in a letter to the student within two weeks of the review.

7) Approval of the grievance will result in the assignment of the faculty member to re-evaluate the portfolio according to the findings of the Dean.

CONCLUSION

During this very busy quarter you have identified your learning from experience, matched your learning to specific Sinclair courses, identified your academic goals, developed an educational plan, identified your best prior learning assessment options, and developed a portfolio of your prior learning for at least one course. You have learned a great deal about yourself, and about Sinclair Community College and all the services available to help adults earn their degrees. You have begun an exciting journey.

It takes time to write competencies and gather documentation. But you have now completed all the background parts of the portfolio. As you prepare requests for additional courses, you will not have to re-do your Life History, Goals Paper, or Chronological Record. You will need to write a new competency addressing the course topics for any additional courses, but it will not be as difficult. You already know what a competency is, and you know how to approach writing a competency. You also know how to document your learning experiences, and you have gathered together numerous pieces of documentation already. You have had your first portfolio reviewed, and you are incorporating helpful suggestions from the review into your portfolio.

Before you begin to prepare a competency for another course, check to make sure it is a course that can be done via a portfolio. Remember, there are **restrictions** on some courses, and sometimes another method works better for a particular course; for example, typing and math courses are best handled by proficiency exams. You can find out by checking with your portfolio faculty; or, look up the course in the Credit for Lifelong Learning Program **Systems Document**, on file at the Reserve Desk in the LRC. Make sure you do this, so you avoid working on something that you cannot use.

> **NOTE**: If you are not registered for any Sinclair classes during a particular quarter, and you wish to use the L.R.C. to help you prepare additional competencies, the CLLP Office can provide you with a courtesy I.D. validation card to present at the reserve desk so you can use the CLLP resources.

If you have questions about your competency, do not hesitate to call your portfolio faculty. Once you have prepared a draft of the competency, you should share it with your portfolio faculty; either mail it or bring it to the EBE office. Remember, nothing can be sent to a faculty evaluator without being reviewed by our office. If we have concerns, we will notify you of our recommendations so that you can make revisions.

Do not wait until you are about ready to graduate, before you finish your last competency for your last graduation requirement. There are two major reasons to plan ahead. First, you may be expecting that the evaluation will be completed at the same time the rest of your courses end, and you will be able to graduate. But remember, just requesting credit for a portfolio is not a guarantee that credit will be granted. If you should be denied credit, you will be wise if you have allowed time to take the course in the classroom or make other arrangements to complete your graduation requirements.

Second, sometimes evaluators run into problems and need an extension to complete an evaluation. They usually try to accommodate students who need a course for graduation, but this isn't always possible, and an evaluation may run into the following quarter. For safety's sake, make sure all portfolios are submitted at least **two quarters**

before you plan to graduate (or sooner, if you know a course you are requesting is only available in certain academic quarters). This will ensure that the evaluation process is completed and recorded in plenty of time to be included in your graduation check. (Refer to the section on Posting Grades for specific procedures.)

Remember, lifelong learning is a never-ending activity. Completion of your portfolio is a wonderful accomplishment, but it is not the end of your journey - it is only **the beginning!**

SUMMARY OF PROCESS

I. Enroll in EBE 100 - Portfolio Development I

Develop portfolio of prior learning, with assistance of EBE faculty member, including Cover Letter, Life History, Goals Paper, Chronological Record, Narrative, and Documentation; turn in completed portfolio, 10th week of quarter. (If more time is needed, contact your portfolio faculty about how to do this.)

II. EBE Quality Control Review Committee will review portfolio and give recommendations on submitting for direct course or internship credit, and/or making revisions to improve your portfolio.

III. When revisions are completed, bring portfolio to the EBE Office. Obtain "Portfolio Evaluation Application Form" from EBE faculty; submit form and payment to the Cashier's Office (in person or by mail).

IV. Complete paperwork in EBE Office (Room 6130) to accompany each portfolio - including a 4-part NCR form for EACH COURSE requested, even if you have combined more than one course in the same request (e.g., MAR 291, 292, 293 would need three forms).

V. The portfolio is sent to faculty evaluator; faculty member will contact you for interview (as necessary) and/or any additional work needed for course evaluation (a second evaluation, if necessary, may occasionally be suggested).

VI. Faculty will return results to EBE Office within 4 weeks (unless an extension has been agreed upon).

VII. EBE Office submits results to Registrar's Office, with a copy to the student.

VIII. Registrar will add credits to student's permanent record, and mail student a grade report reflecting the addition at the end of each quarter.

IX. Check with your portfolio faculty if there are any problems, questions, or special circumstances.

CAUTION: If you are trying to complete graduation requirements, make sure ALL portfolio evaluations are completed by the quarter **BEFORE** you apply to graduate, to avoid delays and mix-ups that could prevent your graduating on time.

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APPENDIX A

ACADEMIC CREDIT ASSESSMENT INFORMATION CENTER

ACADEMIC CREDIT ASSESSMENT INFORMATION CENTER

The **Academic Credit Assessment Information Center** (ACAIC) began operation in the Fall Quarter, 1983. The purpose of the center is to coordinate all the non-traditional ways to receive credit for courses at Sinclair Community College. The Center works closely with the academic departments to coordinate credit awards via:

Advanced Placement Program (APP)

American Council on Education (ACE) Military Evaluation

American Council on Education PONSI Evaluation

Articulation agreements

College Level Examination Program (CLEP)

DANTES examinations

Proficiency/challenge examinations

The center's objectives are to:

1) advise students of the various options available at Sinclair Community College
2) help students choose the option(s) best for them
3) implement and uphold all policies established by Academic Council
4) coordinate all paperwork among student, faculty, the Office of Registration and Student Records, and the Bursar
5) work with the academic departments to determine appropriate credit awards and methods.

The following section lists the policies for each method, as well as general information. Your portfolio faculty will help you decide if you want to use any of these methods in addition to portfolio evaluation.

A. Articulation Agreements

Sinclair has established articulation agreements with local high schools and other institutions to award credit for Sinclair courses based on completion of predefined training. Please contact the **Academic Credit Assessment Center** (ACAIC), **Room 10-311, 226-2770**, for a current listing of the articulation agreements. The following policies have been established:

1. A student must have applied for admission and paid the appropriate fee before any credits earned through articulation agreement can be recorded on the student's record.

2. There is a $10 (**non-refundable**) administrative fee for each articulation agreement submitted by a student.

3. A student must provide documentation of successful completion of requirements per the agreement. Each department will be responsible for determining appropriate documentation.

4. A student must obtain departmental approval before the information will be recorded on the student's transcript by the Office of Registration and Student Records.

5. The course(s) will be recorded on the student's transcript with a "Y" grade, denoting Proficiency credit.

6. **No more than 45 credit hours** earned through proficiency examination/articulation agreement/APP/CLEP/DANTES/PONSI can be applied toward degree requirements.

7. Credits earned via an articulation agreement do not apply toward the college residency requirements.

B. **Military Training and Non-Collegiate Sponsored Training (PONSI)**

The American Council on Education (ACE) evaluates military training and experiences and non-collegiate sponsored training programs. Sinclair uses its recommendation to award credit for Sinclair coursework.

1. ACE Guide to the Evaluation of Education Experiences in the Armed Services

   Sinclair awards credit for military experiences based on the American Council of Education (ACE) recommendations.

   POLICIES:

   1. A student must have completed a Sinclair Community College application and paid the appropriate fees.

   2. Credits are not transcribed on the student's transcript, but are listed on the Credit Transfer Report and are part of the student's permanent record.

   3. A student may receive credit for military training only if Sinclair Community College offers an equivalent course, as determined by the Assistant Registrar in Sinclair's Office of Registration and Student Records.

   4. Credit for a military course will not be granted if the student has completed a comparable college course.

   5. Credits earned via ACE military evaluation do not apply toward the college residency requirements.

SINCLAIR COMMUNITY COLLEGE

ACADEMIC CREDIT ASSESSMENT INFORMATION CENTER (ACAIC)
Room 10-311 Telephone # 226-2770

Military ACE - INFORMATION SHEET

1. **How can I receive credit for military experience?**
   The American Council on Education translates military experiences into college credit. Sinclair Community College awards credit for military experiences based on the ACE guide, if we have an equivalent course offering.

2. **What type of military experiences does ACE translate into college credit?**
   ACE evaluates and recommends college credit for the following types of courses and occupations:
   * formal service school courses approved by a central authority
   * correspondence courses with proctored end-of-the-course examinations
   * Department of Defense (DOD) course
   * Army military occupation specialities
   * Navy general rates and ratings

3. **Whom do I contact?**
   Your first contact is with the ACAI Center. The ACAI Center staff will provide you with information, forms, and a preliminary evaluation of your military experiences. They will help you decide whether or not to apply for a formal evaluation. The formal evaluation is conducted by the Assistant Director of Registration and Student Records.

4. **What do I need?**
   You need to complete the request form and submit official documentation to the ACAI Center. The information will then be forwarded to the Assistant Director of Registration and Student Records.

5. **What is considered official documentation?**
   Appropriate documentation may be a variety of forms. The most common forms are DD295, Application for the Evaluation of Educational Experiences; and DD214, Military Discharge papers. The ACAI Center can provide you with a detailed listing of documentation appropriate for your branch of the service.

6. **I have misplaced my discharge papers. How do I obtain a listing of my military experiences?**
   Complete form 180 and mail to:

General Services Administration
National Personnel Records Center
Military Personnel Records
9700 Page Boulevard
St. Louis, MO 63132

The ACAI Center staff can provide a list of sources that might be used in locating alternative records.

7. **If I am still on active duty would I be eligible for an evaluation of military experiences?**

   Yes, military evaluations apply to individuals on active duty as well as individuals discharged or retired from military service. Individuals on active duty may obtain records from their base Education Office.

8. **How are these credits recorded on my transcript?**

   The credits are not recorded on your transcript. They are handled like transfer credits, and recorded on a "Credit Transfer Report" which becomes part of your permanent record at Sinclair.

9. **Would the credits transfer from Sinclair to another school?**

   No, you would need to ask each new school to do its own evaluation of your military experience.

2. **Program on Non-Collegiate Sponsored Instruction (PONSI)**

The American Council on Education (ACE) evaluates training programs offered by business and industry. Sinclair uses their recommendations to award credit for Sinclair coursework. The amount of credit awarded will be determined by the department chairperson in conjunction with the Academic Credit Assessment Information Center.

POLICIES:

1. A student must have applied for admission and paid the appropriate fees before any credits earned through PONSI recommendations can be recorded on the student's record.

2. There is a $10 (**non-refundable**) administrative fee for processing each request made by a student.

3. A student must provide an official record from the sponsoring organization or a transcript from the ACE Registry as documentation of successful completion of the training.

4. A student may receive credit for a course taken at a non-collegiate organization only if Sinclair Community College offers an equivalent course. In some cases, Special Topics or Internship credit could be used to recognize course equivalency.

5. The number of credits listed in the PONSI guide for each course are recommendations. A college is not required to grant a student as much credit as recommended by the reviewers, nor is a college limited to granting only that amount of credit. The department chairperson determines the appropriate number of credits to be awarded based on the PONSI recommendations.

6. Credit for a course taken in a non-collegiate organization will not be granted if the student has completed a comparable college course.

7. Credit for a course taken in a non-collegiate organization may be granted provisionally until after the student completes a specific course at SCC.

8. A student must obtain departmental approval before the information will be recorded on the student's transcript by the Office of Registration and Student Records.

9. The course(s) will be recorded on the student's transcript with a **"Y" grade**, denoting Proficiency credit.

10. **No more than 45 credit** hours earned through proficiency examination/articulation agreement/APP/CLEP/DANTES/PONSI can be applied toward degree requirements.

SINCLAIR COMMUNITY COLLEGE

ACADEMIC CREDIT ASSESSMENT INFORMATION CENTER (ACAIC)
Room 10-311 Telephone # 226-2770

Program on Noncollegiate Sponsored Instruction (PONSI) Information Sheet

1. **What is PONSI?**
   PONSI is an acronym for the Program on Noncollegiate Sponsored Instruction. The purpose of PONSI is to help people obtain academic credit for learning acquired outside the sponsorship of colleges and universities by providing educational institutions with reliable information to use in making decisions on credit awards. PONSI evaluates and makes credit recommendations for formal education programs and courses sponsored by noncollegiate organizations whose primary function is not education, but who offer courses to their employees or members.

2. **Does Sinclair award credit based on the PONSI recommendations?**
   Yes, Sinclair recognizes the PONSI recommendations and will award course credit if we offer an equivalent course. The class is recorded on your transcript with a "Y" (Proficiency) grade.

3. **Is there a fee?**
   Yes, there is a $10 fee for each request. A request is considered to include all courses to be evaluated by any one department. For example, if an individual had training in communications, all courses requested would be considered one (1) request, with one $10 fee. If a student had training in management and data processing, the courses requested would be from two different departments, and would be considered two (2) requests, with a $20 fee.

4. **If I participated in my company's training program, can I receive college credit for this experience?**
   This depends on whether or not the training program has been evaluated and approved by PONSI. Contact your Personnel Office or Educational Director to find out. The Academic Credit Assessment Information Center also has a list of organizations evaluated by PONSI.

5. **Will I receive credit for all my training recognized by PONSI?**
   Not necessarily. The PONSI guidelines are credit recommendations to guide colleges and universities as they consider awarding credit to persons who have successfully completed noncollegiate-sponsored instruction. A college is not required to grant a student as much credit as recommended by PONSI, nor is a college limited to granting only that amount of credit. The number of credits to be awarded will be determined by the department chairperson in the appropriate subject area.

6. **Does the course credit apply toward degree requirements?**
   The courses awarded will be recorded on your transcript with a "Y" (Proficiency) grade. An Academic Advisor can help you determine how the credit applies toward degree requirements. **No more than 45 credit** hours earned through proficiency examination, articulation agreement, and/or PONSI recommendation

can be applied toward degree requirements. Credits earned via PONSI do not apply toward the college's residency requirement of 30 credit hours.

7. **Will the course transfer to another college or university?**
   Since the credit awarded is recorded with a "Y" grade on your transcript, it will not directly transfer. Many colleges and universities award credit based on PONSI recommendations. You will want to ask about this at the school you are considering.

8. **How do I obtain a list of my training courses?**
   Contact your Personnel Director or Educational Director, or request a transcript from:

American Council on Education
Registry for Credit Recommendations
P.O. Box 1008
Iowa City, IA 52243

THE FEE FOR A TRANSCRIPT IS $5.00

9. **How do I get started?**
   Contact the Academic Credit Assessment Information Center, **Room 10-311, Phone 226-2770**.

C. **College Level Equivalency Examinations**

1. **Advanced Placement Examinations**

Sinclair participates in the Advanced Placement Program (APP) for secondary schools. The amount of credit awarded will be determined by the Academic Credit Assessment Information Center and the academic departments.

POLICIES:

1. A student must have completed a Sinclair Community College application and paid the appropriate fees.

2. A student must receive a 3 or better on the Advanced Placement Program examination.

3. The course(s) will be recorded on the student's transcript with a **"Y" grade**, denoting Proficiency credit.

4. **No more than 45 credit** hours earned through proficiency examination/articulation agreement/APP/CLEP/DANTES/PONSI may be applied toward degree requirements.

5. Credits earned via APP examinations do not apply toward the college residency requirements.

2. **College-Level Examination Program (CLEP)**

Sinclair awards credit for the College-Level Examination Program based on the scores earned. CLEP is a national program of credit-by-examination that offers you an opportunity to obtain recognition for college-level achievement outside of a college or university environment. Examinations are given at selected colleges and universities. (Refer to the CLEP Information Sheet below for more information.) The amount of credit awarded is determined by the Academic Credit Assessment Information Center and the academic departments. Please contact the Academic Credit Assessment Information Center (**Room 10-311, 226-2770**) for a current list of CLEP exams and the Sinclair Community College course equivalent.

POLICIES:

1. A student must have completed a Sinclair Community College application and paid the appropriate fees.

2. The course(s) will be recorded on the student's transcript with a **"Y" grade**.

3. **No more than 45 credit hours** earned through proficiency examination/articulation agreement/APP/CLEP/DANTES/PONSI may be applied toward degree requirements.

4. Credits earned via CLEP examinations do not apply toward the college residency requirement.

3. **Defense Activity for Non-Traditional Education Support (DANTES)**

Many people with military experience are familiar with the DANTES Standardized Exams. The tests are administered by Education Service Officers to military personnel and, more recently, by participating post-secondary institutions or by Educational Testing Service regional offices for civilian examinees. Sinclair awards credit for the DANTES Examinations based on the scores earned. The amount of credit awarded is determined by the Academic Credit Assessment Information Center and academic departments. Please contact the Academic Credit Assessment Information Center (**Room 10-311, 226-2770**) for a list of DANTES exams and the Sinclair Community College course equivalent.

POLICIES:

1. A student must have completed a Sinclair Community College application and paid the appropriate fees.

2. The course(s) will be recorded on the student's transcript with a **"Y" grade**, denoting Proficiency credit.

3. **No more than 45 credit** hours earned through proficiency examination/articulation agreement/APP/CLEP/DANTES/PONSI may be applied toward degree requirements.

4. Credits earned via DANTES examinations do not apply toward the college residency requirement.

SINCLAIR COMMUNITY COLLEGE

ACADEMIC CREDIT ASSESSMENT INFORMATION CENTER (ACAIC)
Room 10-311 Telephone # 226-2770

CLEP - INFORMATION SHEET

1. **What is CLEP?**
   College-Level Examination Program (CLEP) is a national program of credit-by-examination that offers you an opportunity to obtain recognition for college-level achievement outside of a college or university environment. Wherever or however you have learned, you can take a CLEP exam, and if the results meet Sinclair's criteria you can receive college credit.

2. **What type of credit can I earn?**
   CLEP offers a variety of subject examinations. Each college and university establishes their own policies regarding credit award. Before you register to take a CLEP examination, make sure you check with the Center to determine SCC's policies for each CLEP examination. SCC does not award credit for all CLEP examinations. Contact the ACAI Center for a current list

3. **What is the cost of the examination?**
   Each examination costs $38.00.

4. **How can I take these examinations?**
   Complete the registration form available at the ACAIC and mail form and check to:

   Eleanor Karns
   Psychological Services Center
   University of Dayton
   Dayton, OH 45469

   Phone: (513) 229-3141

   Check or money order is payable to College-Level Examination Program.

5. **Where and when are these examinations given?**
   The examinations are given at the University of Dayton, Tuesday and Wednesday of the third week of each month (except December and February), at 8:30 a.m., 10:30 a.m., and 1:30 p.m.

6. **Who decides what credit to award?**
   The Coordinator of the Academic Credit Assessment Information Center, Carolyn Mann, decides what credit to award, based on your CLEP scores, and under the advisement of the academic department. In order for this to take place, you must request that your test results be sent to Sinclair. The code #1720 is the code number to be used for Sinclair.

7. **What is the difference between CLEP examinations and proficiency examinations?**

   Both examinations are a way to receive credit for a course based on your test scores. CLEP is a national examination administered by the College Board. Proficiency examinations are prepared by Sinclair Faculty and are administered only at Sinclair.

8. **I took a CLEP examination several years ago and cannot locate the record of my scores. What can I do?**

   The College Board keeps examination scores on file for twenty years. Enclose a $4.00 fee for each transcript requested, payable to College-Level Examination Program, and included your name, address, and Social Security Number. Mail to:

   College Board
   Box 1822
   Princeton, NJ 08541

   ATTENTION: CLEP Transcript Service

9. **How can I prepare for CLEP examinations?**

   If you wish, you can make use of one or more of the review books designed for those students preparing to take the CLEP Subject Examinations to obtain college credit. Some of these, which can be obtained from local bookstores, include: How to Prepare for the College-Level Examination Program, published by McGraw-Hill; Barron's How to Prepare for the College-Level Examination Program; and Monarch's Preparing for CLEP. You can also order The College Board Guide to the CLEP Exams for $11.95, from College Board Publications, Dept. N98, Box 886, New York, NY 10101-0886.

10. **What CLEP exams does Sinclair award credit for, and what is the minimum score needed to get credit?**

    The only General Examination used at Sinclair is General English. All the other exams are CLEP's Subject Exams. Contact the ACAI Center for a current list of CLEP examinations and their SCC course equivalencies.

11. **How are the credits from CLEP examinations recorded on my transcript?**

    Credits earned from CLEP examinations are recorded on your transcript with a "Y" grade, indicating "Proficiency."

12. **Can I transfer these credits to another university or college?**

    Since you receive a "Y" grade for the credits, they **will not transfer** to another school. However, many schools use CLEP examinations, so you should have your scores evaluated at each school you attend. Each school sets its own policies for CLEP credits.

4. **Proficiency/Challenge Examinations**

A student who can demonstrate ability and knowledge in a particular subject area may earn credit for certain courses without enrolling in them. This is done by taking a special examination or performing special assignments, or both, through the appropriate department. Credit by examination requires departmental approval. This process is coordinated by the Academic Credit Assessment Information Center in **Room 10-311, (513) 226-2770**. There is a non-refundable fee for each proficiency examination.

POLICIES:

1. A student must obtain departmental approval before taking a proficiency examination.

2. A proficiency examination cannot be taken until a student has completed a Sinclair Community College application and paid the appropriate fees.

3. A student must have successfully completed course prerequisites before taking the proficiency/challenge examination. Exceptions to this requirement are made at the discretion of the department chairperson.

4. A proficiency examination can be **taken only once** for any course.

5. A proficiency examination cannot be take for a course while a student is registered for that course.

6. A student will be awarded an A, B, C, D, or F grade for a proficiency/challenge examination; however, only an A, B, or C grade will be recorded on the student's transcript.

7. No more than 45 credit hours earned through proficiency examination/ articulation agreement/APP/CLEP/DANTES/PONSI can be applied toward degree requirements.

8. Credits by proficiency examination **do not** apply toward the college residency requirements.

9. Proficiency fees are **non-refundable.**

10. Proficiency examination grades will be recorded on the student's transcript with a **notation** that clearly shows which grades are the result of taking a proficiency/challenge examination.

SINCLAIR COMMUNITY COLLEGE

ACADEMIC CREDIT ASSESSMENT INFORMATION CENTER (ACAIC)
Room 10-311 Telephone # 226-2770

Proficiency/Challenge Examination Information Sheet

1. **What is a proficiency/challenge examination?**
   The proficiency/challenge examination process is a way a student may earn credit for a Sinclair course without enrolling in the course. Credit is awarded based on the evaluation of a special examination or the performing of special assignments.

2. **Who evaluates the examination?**
   Sinclair faculty administer and evaluate the proficiency/challenge examinations with the exception of a few courses that are administered and evaluated by the ACAI Center with specific instructions from Sinclair faculty.

3. **What does a proficiency/challenge examination cost?**
   The cost varies, depending upon the amount of faculty time involved to administer and evaluate the exam. The ACAI Center can provide you with specific costs or each course you may be interested in challenging. The fee for a proficiency/challenge examination is non-refundable.

4. **Can credit for all Sinclair courses be earned through the proficiency/challenge examination process?**
   No, the faculty have indicated which courses you may earn credit for through the proficiency/challenge examination process. The ACAI Center can tell you which courses you may earn credit for through the proficiency process.

5. **What type of grade will I receive?**
   The faculty evaluator will award a letter grade, depending on the results of the examination. Only grades of A, B or C will be recorded on your transcript.

6. **Will the course transfer to another college or university?**
   You receive a letter grade for the examination. The grade will be recorded on your transcript with a notion that clearly shows the grade was earned as a result of taking a proficiency/challenge examination. It will be up to each college or university to determine whether or not to accept the course as transfer credit.

7. **How often may I take a proficiency/challenge examination?**
   You may take a proficiency/challenge examination only once for any course.

8. **Is there a limit on the number of courses I may try to earn credit for through the proficiency/challenge examination process?**
   No more that 45 credit hours earned through proficiency/challenge examination may be applied toward degree requirements. Credits earned by proficiency examination do not apply toward the college residency requirements (the last 30 credit hours must be taken at Sinclair).

9. **Can I receive a refund on the cost of the proficiency/challenge exam if I decide I no longer want to take the examination?**
   No, the examination fee is **non-refundable**.

10. **If I failed a course, may I take a proficiency/challenge examination for the course?**
    Yes, you may take a proficiency/challenge examination for a course you previously took at Sinclair and failed, **WITH DEPARTMENT PERMISSION**.

11. **If I've never been a Sinclair student before, but I plan to take classes next quarter, can I take a proficiency/challenge examination now?**
    Yes. However, if you have not applied for admission to SCC, you must complete a Sinclair application form and pay the specified fee before taking a proficiency/challenge examination.

12. **How do I get started?**
    Contact the Academic Credit Assessment Information Center, **Room 10-311, at 226-2770**. The Center will provide specific information about proficiency/challenge examination costs and policies. Students must obtained departmental approval before signing up for the proficiency/challenge examination. Once departmental approval has been obtained, the ACAI Center will assist students with the application process and coordinate all paperwork.

APPENDIX B

COLLEGE WITHOUT WALLS

ASSOCIATE OF TECHNICAL STUDY DEGREE
ASSOCIATE OF INDIVIDUALIZED STUDY DEGREE

COLLEGE WITHOUT WALLS

What is College Without Walls?

CWW is a self-paced adult degree program that gives you flexibility in terms of how you use your time and where you study. CWW is directed independent study that gives you an alternative to structured classroom settings (classroom participation is an option). It offers you new opportunities for combining theoretical and experiential learning personalized to your learning style.

Who finds CWW ideal?

...Working adults who want a college degree but can't leave their jobs to study full-time in a traditional campus/classroom setting, or who have other time constraints which tend to keep them off campus.

...Persons with a fragmented history of education, work experience, and other informal learning who want the chance to organize this into a degree plan.

...Persons who want to learn in ways other than in the classroom through self-directed reading, interaction with practitioners in the field, research, case studies, internships and even volunteer service.

With whom do you work in CWW?

You are assigned to a CWW Core Faculty person who becomes your advisor. He or she oversees all aspects of the CWW process and acts in your behalf as your special advocate with teaching faculty and administrators.

Since course instruction and evaluation are the responsibility of Sinclair's teaching faculty, you will be assigned to the appropriate instructors by your Core Faculty advisor who also helps you to develop your individual learning contract for each course of study.

What is a learning contract?

A learning contract is a written document which defines: 1) what you will learn; 2) how you will achieve that learning; 3) how you will be evaluated and given credit; and 4) the time frame in which you expect to complete the course. In effect, learning contracts are guidelines which spell out clearly the responsibilities and obligations to which you and your instructor have agreed.

How do you become a CWW student?

The CWW program places great premium on a serious desire to learn (motivation) as well as your ability to work independently of highly-structured classroom settings (self-direction). Motivation and self-direction are indispensable to success in this program.

You apply for admission by completing a CWW application which includes a brief autobiography. Your application is reviewed to determine your potential success in the program. Then a personal interview is usually conducted to make sure that the program is a suitable one for your educational goals and your learning style.

It is only fair to say that CWW is not for everyone; nor is it an easy way to earn a degree. Much commitment, self-motivation and good time management are required to gain personal and academic success. Our experience shows, however, that the unique opportunity to personalize the learning and tailor it to one's needs is well worth the energy and the commitment.

Developing Lifelong Learning Skills (EBE 190)

Lifelong learning is a characteristic of most adults. We learn continually in ways which can be defined and categorized broadly as assisted or self-directed. Learning CWW is not passive, but largely proactive in that students are engaged energetically in what is happening and call upon their own unique talents to support their self-direction.

There is a general agreement among theorists that the two significant characteristics of adult learning are an adult's autonomy of direction in the act of learning and his/her use of personal experience as a learning resource.

Developing Lifelong Learning Skills is a course designed around this premise. It provides skills and insights associated with adult learning patterns as they relate to learning contracts and to a new view of how one can be at the center of the learning process. Such topics as traditional vs. non-traditional study; developing learning contracts; developing interpersonal skills; defining and evaluating career-transferable skills; identifying learning styles; journal writing as a reflection of personal experience; developing creative and critical thinking skills; and study and test-taking skills are examples of course offerings.

Degree programs available through CWW:

Business Technologies
- Accounting
- Aviation Administration
- Computer Information Systems
- Financial Management
- General Business Management
- Hospitality Management
- Labor Studies
- Logistics Management
- Marketing Management
- Mid-Management Retailing
- Procurement
- Production & Inventory Control
- Traffic & Transportation Management

Engineering Technologies
- Safety/Risk Management

Extended Learning and Human Services
- Community Based Corrections
- Early Childhood Education
- Handicapped Services
- Human Services (Certificate)
- Management of Volunteer Programs (Certificate)
- Urban Administration (Certificate)

Fine and Performing Arts
- Communication Arts - Speech
- Fine Art
- Commercial Art Technology:
  - Commercial Art
  - Fashion Illustration
  - Interior Design
  - Technical Illustration
- Graphic Arts Technology

Liberal Arts and Sciences
- Liberal Arts:
  - Psychology
  - Social Work
  - Sociology

For more information call the College Without Walls office at 226-2791 or drop in to see us in Room 6130.

ASSOCIATE OF TECHNICAL STUDY DEGREE
ASSOCIATE OF INDIVIDUALIZED STUDY DEGREE

The Associate of Technical Study (ATS) and Associate of Individualized Study (AIS) degrees are open to any student whose technical or individualized degree goals cannot be met through enrollment in one of Sinclair's existing degree programs.

What are the ATS and AIS degree programs?

ATS Degree Program - You may design a degree which combines two or more technical areas and results in a unique educational plan. As an alternative, part of your degree requirements may include credit which has been awarded through articulation agreements with other community education providers. The ATS Coordinator can tell you which organizations have developed agreements with Sinclair.

AIS Degree Program - With faculty assistance you would design an interdisciplinary degree program using the liberal arts or combining liberal arts with technical areas of study. You may focus specifically on education for individual development and enrichment, or may design a curriculum which allows for employment or continuation into selected four-year degree programs.

In both cases, Sinclair faculty will help you plan the most appropriate course of study.

What are the requirements for completing the ATS or AIS degree?

Degree requirements: 90 hours minimum, including the following:

* 6 hrs. written communications
* 3 hrs. verbal communications
* 3 hrs. mathematics
* 3 hrs. Humanities
* 9 hrs. social sciences
* 3 hrs. Experience Based Education (EBE 130 - Degree Planning Seminar)
* 3 hrs. computer science, or demonstrated proficiency in computer application

In addition, a student completes the interdisciplinary component of the program (ATS - 45 cr. hrs.; AIS - 30 cr. hrs.), plus at least 21 credit hours of course work to provide the theoretical, scientific, economic, and/or social foundations of the program.

What previous credit may I use and how can I use other training?

You may use transfer credits from other colleges and universities, previous credit earned at Sinclair plus a variety of credit earned in non-traditional settings, including Sinclair's College Without Walls, TV Sinclair, and ILC Multi-Media courses. A minimum of 30 credit hours must be completed at Sinclair after admission to the ATS or AIS program.

As mentioned above, Sinclair honors articulation agreements with various agencies in the Miami Valley, including hospitals, vocational schools, and apprenticeship programs. These credits may be applied to the ATS or AIS degree, where appropriate.

How do I get started on the ATS or AIS degree?

You must apply for acceptance to the degree program, and your application will be reviewed by an ATS review committee. All students begin the program by taking the ATS Degree Planning Seminary. At this time you will review the Sinclair curriculum and select those courses which will be most beneficial to you throughout the degree process.

Courses may be completed through any of Sinclair's academic options, including College Without Walls, ILC or TV Sinc@ir, as well as through traditional classes.

If you are interested in finding out more about these programs, contact the ATS/AIS Coordinator in Room 6130 or call (513) 226-2962.